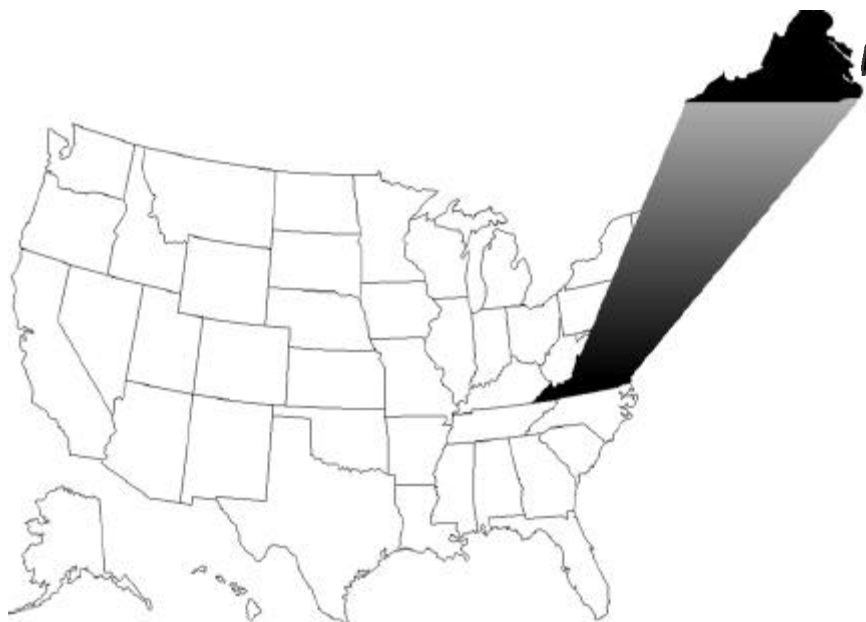


**VIRGINIA STATE
ASSESSMENT PROGRAM**

STANFORD
ACHIEVEMENT TEST SERIES
Ninth Edition

— 2000 DETAIL REPORT —



The *Virginia State Assessment Program 2000 Detail Report* was prepared by the Virginia Department of Education, Division of Assessment and Reporting, P.O. Box 2120, Richmond, VA, 23218-2120.

TABLE OF CONTENTS

Executive Summary	5
Summary of Fall 2000 Performance	5
Numbers and Percentages of Students Tested	5
Statewide Percentile Ranks	6
Scaled Scores	7
Achievement Summary	11
Detail Report	12
Background and General Information	12
What Is a Norm-Referenced Test?	12
The <i>Stanford Achievement Test</i> Series, Ninth Edition	13
What Is the Content of <i>Stanford 9</i> Upon Which Students Are Tested? ..	13
Who Is Tested on <i>Stanford 9</i> ?	14
How Are Scores Reported?	14
Virginia's 2000 Performance on <i>Stanford 9</i> - Grade 4	17
Students Not Tested	17
Statewide Percentile Ranks	18
Quartiles	19
Subgroup Performance	21
Gender	21
Ethnicity	22
Students with Limited English Proficiency	23
Students with Disabilities	24
Virginia's 2000 Performance on <i>Stanford 9</i> - Grade 6	26
Students Not Tested	26
Statewide Percentile Ranks	27
Quartiles	28
Subgroup Performance	30
Gender	30
Ethnicity	31
Students with Limited English Proficiency	32
Students with Disabilities	33
Virginia's 2000 Performance on <i>Stanford 9</i> - Grade 9	35
Students Not Tested	35
Statewide Percentile Ranks	36
Quartiles	37
Subgroup Performance	39
Gender	39
Ethnicity	40
Students with Limited English Proficiency	41
Students with Disabilities	42

(continued)

Table of Contents, continued

School Division Performance	44
Table A: <i>Stanford 9</i> , Fall 1998-2000, Percentages of School Divisions with National Percentile Ranks At or Above 50.....	44
Table B: <i>Stanford 9</i> , Fall 2000 Division Results- National Percentile Ranks	44
Statewide Performance	58
Table C: Fall 2000 <i>Stanford 9</i> Average National Percentile Ranks and Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency—Grades 4, 6, and 9.....	59
Table D: Fall 2000 <i>Stanford 9</i> Average National Percentile Ranks and Mean Scaled Scores by Disability—Grades 4, 6, and 9.....	62
Table E: Comparison of Spring 1997—Fall 2000 <i>Stanford 9</i> Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency— Grades 4, 6, and 9	65
Table F: Comparison of Spring 1997—Fall 2000 <i>Stanford 9</i> Mean Scaled Scores by Disability—Grades 4, 6, and 9.....	68

EXECUTIVE SUMMARY

During the period of September 15-October 13, 2000, the *Stanford Achievement Test Series*, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) was administered to over 263,000 students throughout Virginia in grades 4, 6, and 9. This was the fourth administration of *Stanford 9* as the norm-referenced component of the Virginia State Assessment Program (VSAP)—the first administration occurred in Spring 1997 when *Stanford 9* was taken by students in grades 3, 5, 8, and 11. The second administration took place in Fall 1998, and subsequent administrations occurred during Fall semesters in 1999 and 2000.

Summary of Fall 2000 Performance

Following is a brief summary of Virginia students' Fall 2000 performance against the *Stanford 9* national average and in terms of scaled scores across the four years of VSAP (detailed in Tables 1.2 on page 6 and 1.3 on page 7):

- ✓ Virginia's Fall 2000 achievement was at or above the national average in **31** (94%) of the **33** *Stanford 9* subtests and content area totals compared to 28 (85%) in 1999.
- ✓ Achievement in grade 4 was at or above the national average in **all** 11 subtests and content area totals, and up in ten of the 11 when compared to 1999.
- ✓ In grade 6, achievement was above the national average in **ten** of the 11 subtests and content area totals. Compared to 1999, scores were up in seven subtests and totals.
- ✓ Achievement of Virginia's ninth grade students was at or above the national average in **ten** of the 11 subtests and content area totals. Compared to 1999, scores were up in six of the various subtests and content area totals.
- ✓ From 1997 to 2000, grade 4 has shown gains in performance in **all** ten subtests and content area totals for which *Stanford 9* scaled scores have been developed. From 1999, gains were again made in all 10 in 2000.
- ✓ In grade 6, the Prewriting subtest shows a slight loss over the four-year period, primarily due to a drop in 1998. When compared to 1999, gains were made in **seven** of the ten subtests and content area totals in 2000.
- ✓ In grade 9, a significant gain has continued since 1997 in Mathematics: Problem Solving, while a modest decline is seen in Mathematics: Procedures. In 2000, gains were made from 1999 in **seven** of the ten subtests and content totals.

Numbers and Percentages of Students Tested

The table below indicates the number and percentage of students tested statewide at each of the three grade levels in Fall 2000 as well as corresponding data from the previous administrations.

Table 1.1— Number / Percent of Students Tested, 1997-2000:

	Spring 1997		Fall 1998		Fall 1999		Fall 2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
grade 4 (grade 3 in '97)	81,087	95%	85,434	96%	87,411	96%	88,021	96%
grade 6 (grade 5 in '97)	81,171	96%	82,588	96%	82,963	95%	87,358	96%
grade 9 (grade 8 in '97)	78,382	95%	85,527	93%	87,857	92%	88,568	92%

Statewide Percentile Ranks

Test levels administered in Fall semesters to grades 4, 6, and 9 are the same as those administered to grades 3, 5, and 8 respectively in Spring 1997. However, Virginia's Fall semester percentile ranks are based on comparison to a Fall standardization of *Stanford 9* while the Spring 1997 percentile ranks were based on a Spring standardization. As a result, it is important to remember that a given raw score is unlikely to yield the same percentile rank in both Fall and Spring scoring. This does not affect the usefulness of percentile ranks in drawing comparisons between Virginia's achievement and the national average or comparing Virginia's achievement in a given Fall semester relative to another Fall semester (i.e., to determine growth, gain, or loss). This situation does, however, make comparison of any Fall semester percentile ranks to Spring 1997 percentile ranks—whether at the student, school, division, or state level—statistically invalid.

Regardless of the time of year at which a nationally normed test is administered, national average performance in the test's standardization always falls at the 50th percentile. Table 1.2 details the information provided in the summary on page 5, and confirms that across the three grades tested, Fall 2000 achievement was at or above the national average in **31** (94%) of the **33** *Stanford 9* subtests and content area totals compared to 28 (85%) in 1999. Because valid comparison of percentile ranks from all Fall administrations (1998 through 2000) is possible, Table 1.2 includes percentile ranks from each of those years.

The following specific points are also indicated in Table 1.2:

Table 1.2 – Fall 2000 Statewide Percentile

Stanford 9 level / grade tested									
Primary 3 / grade 4			Intermediate 2 / grade 6			Advanced 2 / grade 9			
1998	1999	2000	1998	1999	2000	1998	1999	2000	
47	49	50	58	59	58	56	57	58	Reading Vocabulary
50	53	53	58	59	59	60	62	62	Reading Comprehension
50	52	53	58	59	59	58	60	60	TOTAL READING
57	61	64	64	67	70	58	61	63	Mathematics: Problem Solving
51	54	55	52	55	58	46	44	42	Mathematics: Procedures
53	57	60	58	62	65	54	55	55	TOTAL MATHEMATICS
52	55	56	42	43	43	47	49	50	Prewriting
50	53	54	54	55	56	52	54	54	Composing
57	59	62	57	60	62	48	49	50	Editing
54	57	60	51	53	55	48	50	51	LANGUAGE
53	56	57	58	60	61	55	56	57	PARTIAL (Basic) BATTERY

The percentile ranks shown above can be used to reliably compare Virginia's 2000 achievement to that in 1998 and 1999. However, they cannot be used—if compared—to reliably determine whether Virginia students gained or lost in terms of real performance in any of these years relative to 1997 when *Stanford 9* was administered in the Spring semester. **The best available measure of change across all administrations of VSAP is the scaled score.**

Scaled Scores

Stanford 9 Fall and Spring raw score-to-scaled score conversions within each specific content area/test level combination are identical. For example, in Primary 3 Reading Vocabulary, a raw score of “X” will convert to a scaled score of “Y” for both Fall and Spring testing. This scaling system allows educators to use scaled scores in a given level of *Stanford 9* to make reliable determinations of growth or loss from one year to the next regardless of the time of year the test was administered or the grade in which the test was administered.

Additionally, each *Stanford 9* subtest and content area total features a constant scaled score range that crosses all available test levels, regardless of the grade tested or test form. This allows meaningful comparison of the achievement of a given student, school, or division—and the state as well—in a given subtest or content area total from year to year as well as over several years.

Table 1.3 below displays mean (“average”) statewide scaled scores from the 1997 through 2000 VSAP administrations and confirms the information summarized on page 5:

Table 1.3 – Comparison of Mean Statewide Scaled Scores, 1997-2000

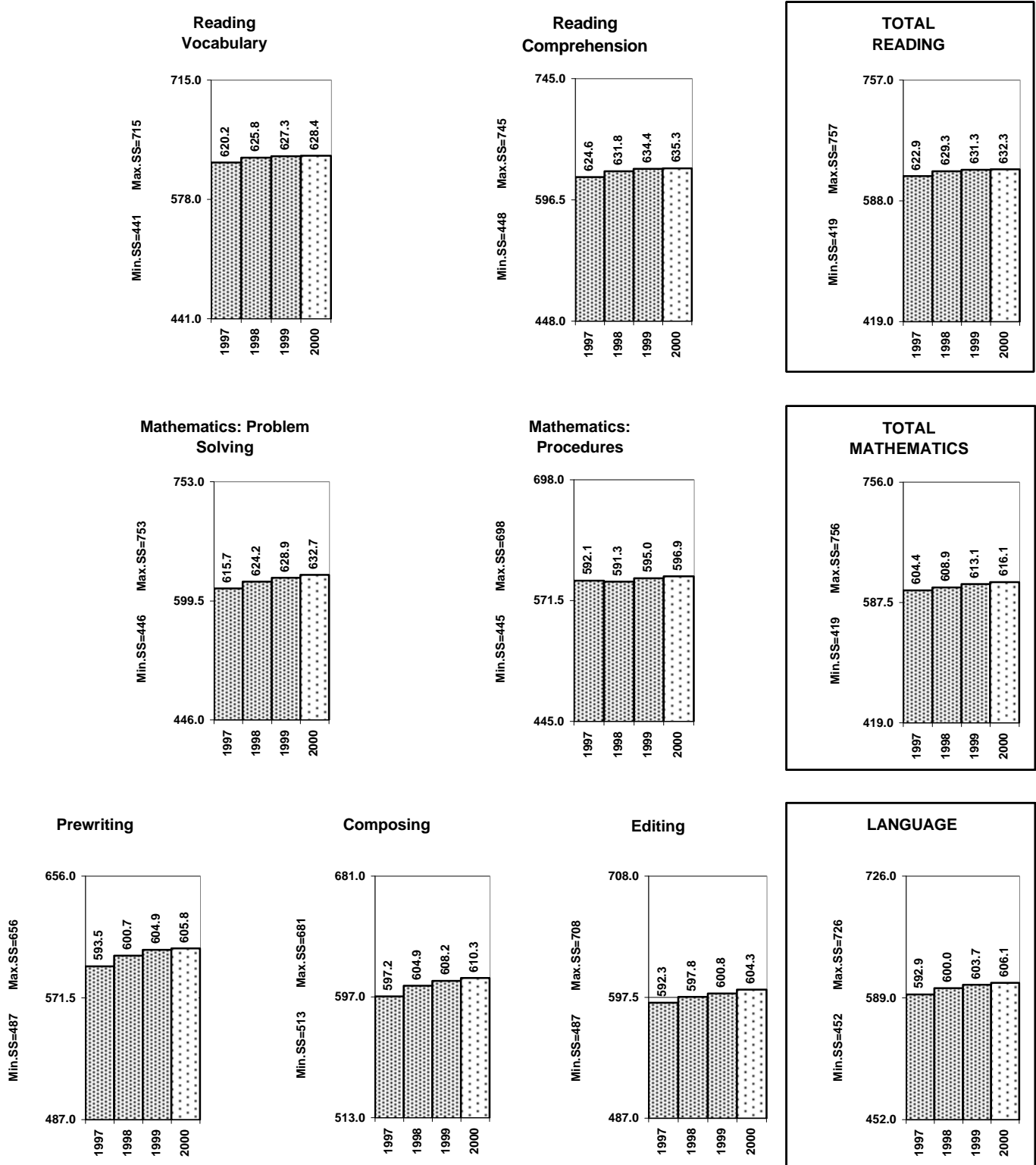
administration	<i>Stanford 9</i> level / grade tested														
	Primary 3, grade 4					Intermediate 2, grade 6					Advanced 2, grade 9				
	1997 (gr. 3)	1998	1999	2000	4-yr gain (loss)	1997 (gr. 5)	1998	1999	2000	4-yr gain (loss)	1997 (gr. 8)	1998	1999	2000	4-yr gain (loss)
Reading Vocabulary	620.2	625.8	627.3	628.4	8.2	671.7	673.3	674.4	673.9	2.2	707.7	708.5	710.1	710.5	2.8
Reading Comprehension	624.6	631.8	634.4	635.3	10.7	664.2	665.8	667.5	667.0	2.8	701.6	700.7	702.3	702.3	.7
TOTAL READING	622.9	629.3	631.3	632.3	9.4	666.8	668.5	669.9	669.4	2.6	702.6	702.3	703.9	704.1	1.5
Mathematics: Problem Solving	615.7	624.2	628.9	632.7	17.0	658.9	662.4	665.6	668.9	10.0	679.8	686.4	689.6	691.1	11.3
Mathematics: Procedures	592.1	591.3	595.0	596.9	4.8	659.8	658.6	663.0	666.2	6.4	696.9	696.2	694.7	692.2	(4.7)
TOTAL MATHEMATICS	604.4	608.9	613.1	616.1	11.7	658.1	659.7	663.4	666.6	8.5	686.5	690.2	691.4	691.3	4.8
Prewriting	593.5	600.7	604.9	605.8	12.3	622.8	621.4	622.1	622.3	(.5)	654.6	654.7	657.1	658.1	3.5
Composing	597.2	604.9	608.2	610.3	13.1	632.7	634.8	636.4	637.5	4.8	658.1	656.8	659.4	660.2	2.1
Editing	592.3	597.8	600.8	604.3	12.0	633.1	632.9	635.4	637.6	4.5	654.0	655.7	657.3	658.1	4.1
LANGUAGE	592.9	600.0	603.7	606.1	13.2	629.5	629.7	631.5	632.7	3.2	654.5	655.2	657.4	658.4	3.9

NOTE: Scaled scores are not available for the *Stanford 9* Partial Battery.

Figures 1.4 through 1.6 on pages 8-10 indicate the entire range of scaled scores for each subtest and content area total for each of the levels of *Stanford 9* Form TA, Abbreviated administered in VSAP. Within each range, the locations of mean statewide scaled scores from the 1997 through 2000 VSAP administrations are indicated.

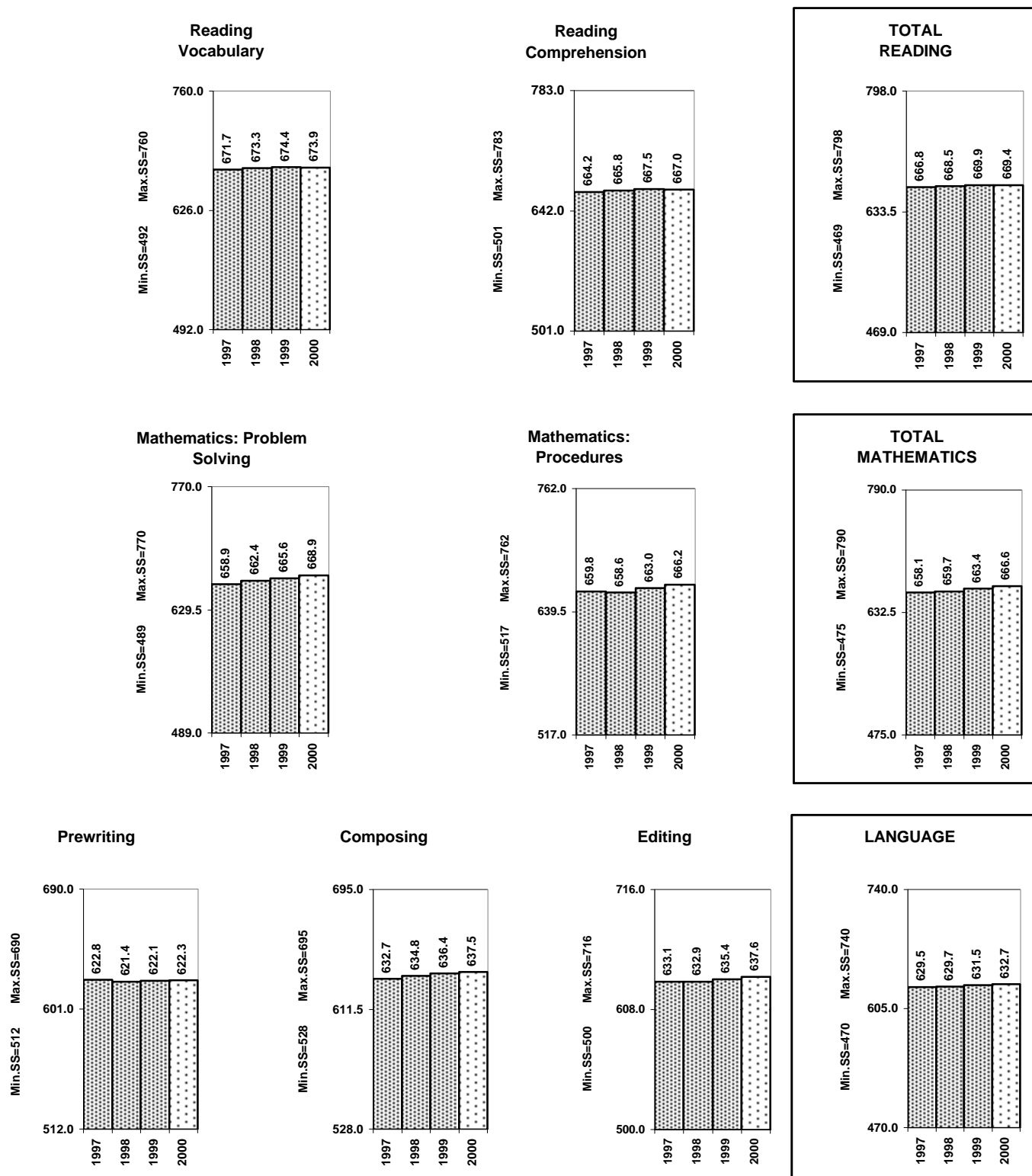
It is important to note that *Stanford 9* scaled score ranges are not the same from one subtest and/or content area to another. So, though scaled scores can be used within a given subtest or content area total to reliably compare performance from different testing cycles (e.g., Fall to Spring or year to year), they cannot be used to determine relative strength and weakness across subtests and content area totals. For example, comparison of a mean scaled score of 675 in Total Reading and a mean scaled score of 650 in Total Mathematics for sixth graders in a particular school does not necessarily indicate that the school's sixth grade students performed better in reading than in math.

Figure 1.4–Grade 4 VSAP Scaled Score Performance
Stanford 9 Primary 3, Form TA, Abbreviated



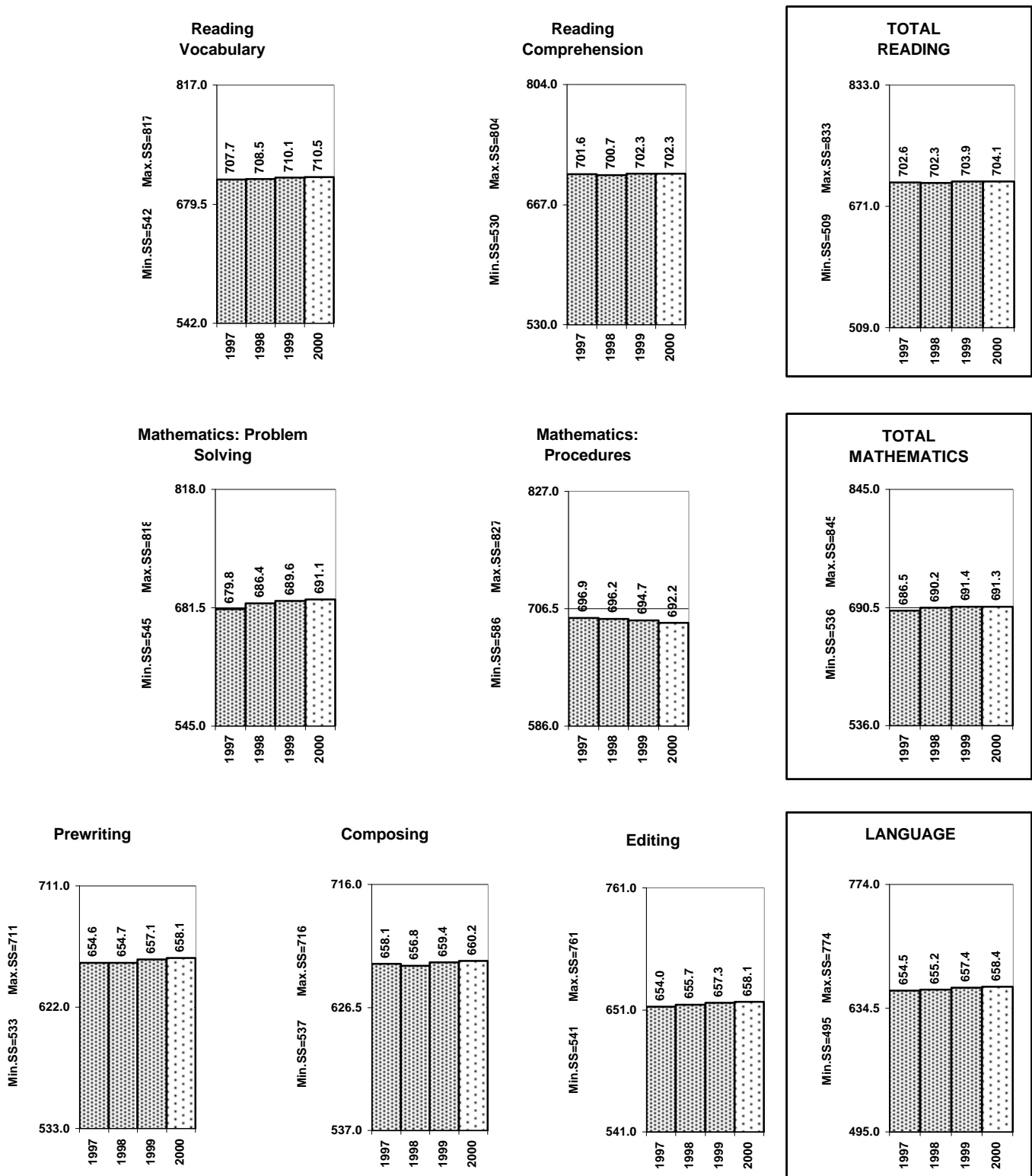
Indicated minimum and maximum scaled scores for each content area and total are those attainable at the Primary 3 level of *Stanford 9* Form TA, Abbreviated. However, because all *Stanford 9* Form TA, Abbreviated test levels are equated to the same scale, a scaled score of 600, for example, is equal to the same level of performance regardless of test level, including Intermediate 2 (grade 6) and Advanced 2 (grade 9).

Figure 1.5–Grade 6 VSAP Scaled Score Performance
Stanford 9 Intermediate 2, Form TA, Abbreviated



Indicated minimum and maximum scaled scores for each content area and total are those attainable at the Intermediate 2 level of *Stanford 9* Form TA, Abbreviated. However, because all *Stanford 9* Form TA, Abbreviated test levels are equated to the same scale, a scaled score of 600, for example, is equal to the same level of performance regardless of test level, including Primary 3 (grade 4) and Advanced 2 (grade 9).

Figure 1.6–Grade 9 VSAP Scaled Score Performance
Stanford 9 Advanced 2, Form TA, Abbreviated



Indicated minimum and maximum scaled scores for each content area and total are those attainable at the Advanced 2 level of *Stanford 9* Form TA, Abbreviated. However, because all *Stanford 9* Form TA, Abbreviated test levels are equated to the same scale, a scaled score of 600, for example, is equal to the same level of performance regardless of test level, including Primary 3 (grade 4) and Intermediate 2 (grade 6).

Achievement Summary

Overall performance

- Virginia's grade 4 achievement in 2000 was at or above the national average (50th percentile) in all subtests and totals. Relative to 1999, fourth grade scaled scores were up in all subtests and totals.
- Overall 2000 achievement in grade 6, as in 1999, was above the national average in all subtests and totals with the exception of Prewriting—2000 achievement in Prewriting was again at the 43rd percentile rank despite a slight rise in the mean scaled score (622.1 to 622.3).
- In grade 9, statewide achievement was at or above 50th percentile in ten of the eleven subtests and totals (up from eight in 1999), with Mathematics: Procedures the only the exception. Performance in Mathematics: Procedures declined in 2000 from 1999.

Subgroup performance

- Females scored higher than males in all subtests and content area totals except Mathematics: Problem Solving and Total Mathematics in grade 4, Mathematics: Problem Solving in grade 6. In grade 9, males scored as well as or higher than females in both mathematics subtests and in Total Mathematics.
- American Indian/Alaskan Native students in grade 4 scored at or above the national average in seven of the 11 subtests and content area totals. Sixth graders were at or above the national average in five of the 11 subtests and totals (up from two in 1999), while ninth graders met or exceeded the national average in Reading Comprehension and Mathematics: Problem Solving.
- In 2000—just as in 1999—Asian/Pacific Islander students exceeded the national average in all subtests and totals in grades 4, 6, and 9.
- As in 1999, Black students in grades 4, 6, and 9 scored below the national average in all subtests and content area totals in 2000.
- Hispanic students in grade 4 scored at or above the national average in eight of the 11 subtests and totals while sixth graders were at or above the national average in seven of the 11—up from four in 1999. Ninth grade Hispanic students scored at the national average only in Mathematics: Problem Solving.
- White students scored at or above the national average in 2000 on all subtests and content area totals except grade 6 Prewriting (as they did in 1998 and 1999) and grade 9 Mathematics: Procedures.
- Students with limited proficiency in English scored well below the national average in all subtests and totals as in 1999, with the following exceptions: students in grade 4 were at the national average in Mathematics: Procedures; students in grade 6 improved in all Mathematics tests and exceeded the national average in Mathematics: Problem Solving.

DETAIL REPORT

Background and General Information

The Standards of Quality require the State Board of Education to prescribe and provide nationally normed tests to assess the educational progress of students—the Virginia State Assessment Program (VSAP) is administered by the Virginia Department of Education in compliance with that requirement. The purpose of VSAP is to provide information of the academic achievement of Virginia's students compared to that of nationally representative samples of students in grades 4, 6, and 9.

In October 1996, the Board of Education adopted the *Stanford Achievement Test Series*, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) as the norm-referenced test battery to be administered to students for VSAP. *Stanford 9* was first administered as part of VSAP in Spring 1997 to students in grades 3, 5, 8, and 11, and the plan at the time was to administer *Stanford 9* in the same grades during the Spring semester of each subsequent year. However, in early 1998 the Board of Education adopted a recommendation that norm-referenced testing instead be conducted during Fall semesters—as a result, the planned Spring 1998 administration of *Stanford 9* was suspended until Fall 1998. To ensure that the same students who would have been tested in Spring 1998 would be tested in Fall 1998 (thus enabling establishment of baseline achievement data for that population), testing was moved from Spring testing in grades 3, 5, and 8 to Fall testing in grades 4, 6, and 9. Rather than moving grade 11 testing to grade 12, the Board of Education adopted another recommendation that mandated norm-referenced testing at the upper high school level be cancelled. The 2000 administration of VSAP was the third to occur during the Fall semester.

This *2000 Detail Report* provides results of testing in grades 4, 6, and 9 between September 15 and October 13, 2000. Students in all school divisions were tested in the areas of reading, language, and mathematics, and local school divisions had the option to test in the areas of science and social science. This report, however, contains statewide and school division scores only from the three required tests—reading, language, and mathematics.

What Is a Norm-Referenced Test?

A nationally norm-referenced achievement test measures a student's knowledge in broad content areas and provides a means by which the achievement of the student can be compared to that of other students—in the same grade—throughout the nation. This comparison is made possible by “norming” the test, which first involves administering the test at a specified time of year, in all grades and under standardized conditions, to a large sample of students referred to as the “norm group.” Because this sample of students is selected by the test publisher to be representative of the nation's student population in terms of geographic region, urbanicity, socioeconomic status (SES), and ethnicity, test results of the students in the norm group provide an estimate of student achievement across the nation. When the test is subsequently administered to other students at the same time of year, in the same grades, and under the same conditions, students' scores from those subsequent administrations can be compared to the scores of the students in the norm group. As a norm-referenced test, scores obtained through administration of *Stanford 9* in VSAP reflect how well Virginia students performed relative to the students in the same grades, tested at the same time of year and under the same conditions, in the *Stanford 9* national norm group.

It is important to note that students cannot pass or fail a norm-referenced test. Instead, results from tests such as *Stanford 9* provide parents, educators, and the general public an objective measure of a student's, school's, school division's, or state's level of achievement compared to a national sample.

The *Stanford Achievement Test Series*, Ninth Edition

Approximately 530,000 students participated in the 1995 norming of *Stanford 9*, establishing the scores against which Virginia's students have been compared in VSAP. Of those, approximately 200,000 took the test during the same Fall testing window in which VSAP is administered.

Both the Spring and Fall national student samples for *Stanford 9* norming were balanced nationwide in terms of geographic region, socioeconomic status (high-, medium-, and low-SES), urbanicity (rural, suburban, and urban), and ethnicity. Forty-nine states and the District of Columbia were represented.

Prior to its publication and use in Virginia, precautions were taken to ensure that *Stanford 9* would be fair to all. A panel of prominent minority-group educators reviewed each test item, and statistical procedures were used to further ensure that items that might put any group of students at a disadvantage were not used in *Stanford 9*. Beyond eliminating bias, effort was also made to balance references to minority groups and both gender groups. These steps were taken to ensure that *Stanford 9* is as free as possible from bias and objectionable content.

The specific form of *Stanford 9* administered in VSAP is Form TA, Abbreviated, which offers ample information on how well students perform compared to the norm group, yet requires a minimal amount of administration time. The levels of the test administered to Virginia's students are:

- grade 4 – *Primary 3*
- grade 6 – *Intermediate 2*
- grade 9 – *Advanced 2*

Local school divisions may test at grade levels other than those selected by the state, but such testing is optional and at local cost. However, to help ensure the reliability of VSAP results, *Stanford 9* Form TA, Abbreviated may not be purchased within the state of Virginia—its use in the state is reserved solely for VSAP testing in grades 4, 6, and 9 by the Department of Education.

What Is the Content of *Stanford 9* Upon Which Students Are Tested?

In VSAP, *Stanford 9* reading, mathematics, and language tests are administered to students in grades 4, 6, and 9 in all Virginia school divisions. Reading is assessed through two subtests: Reading Vocabulary, which focuses on word knowledge, and Reading Comprehension, which measures how well students understand what they read. Two mathematics subtests are administered—Mathematics: Problem Solving, which focuses on reasoning skills, and Mathematics: Procedures, which measures the student's facility with computation. In the *Stanford 9* Form TA, Abbreviated Language test, students are presented with writing samples and asked to respond to questions in the areas of prewriting (use of resources, understanding topic relevance, and organization of ideas), and composing and editing (both of which include items based on printed rough drafts involving specific scenarios).

Who Is Tested on *Stanford 9*?

All students enrolled in grades 4, 6, and 9 at the time of the VSAP administration are to be tested, including:

- any student with disabilities, unless the student is exempted as documented in his/her Individual Education Plan (IEP) or Section 504 management tool; and
- any limited English proficient (LEP) student, unless a committee responsible for the student's education determines that based on his/her fluency in English, taking the test will not be in the student's best interest.

Some students with disabilities and LEP students are provided with testing accommodations according to guidelines set forth by the State Board of Education and outlined in Informational Superintendent's Memo #39, February 28, 1997. If a student is provided an accommodation that maintains the standardized conditions of *Stanford 9* (for example, a large-print copy of the test), the student's scores will be included in school, division, and state averages. If, however, an accommodation that does not maintain standard conditions is provided (such as allowing extra time to complete the test), the student will receive an individual score report, but his/her test results will not be included in school, division, and state averages.

For each student who does not take *Stanford 9*, the school division is required to provide the reason that the student has not been tested. Reasons include:

- disability status,
- limited proficiency in English,
- absence at the time of testing,
- refusal to take the test,
- disruptive behavior, or
- a medical emergency.

There may be other reasons why a given student may not take the test, but such a case would either be the result of an administrative error on the part of local staff or a case in which prior approval was given by the Department of Education.

How Are Scores Reported?

Included in this report are the Fall 2000 statewide national percentile ranks that allow comparison to the national norm group. Mean (or "average") scaled scores from which the percentile ranks were derived are also included because they can be used to show gain/loss relative to the initial Spring 1997 administration of *Stanford 9*.

Percentile Ranks

Percentile ranks provide an indication of the relative standing of a student or a group of students in comparison to students in the same grade who took the test at the same time of year. They range from a low of 1 to a high of 99, with 50 denoting average performance, and correspond to the percentage of students in the norm group who performed at an equal or lower level on the test. For example, if a school division has a national percentile rank of 55, average performance in the division was equal to or better than 55 percent of the students in the norm group. Because a percentile rank of 50 denotes average performance, the division performed above the average.

Percentile ranks should always be interpreted with reference to the norm group from which they were derived. Because the 1997 *Stanford 9* percentile ranks corresponded to a Spring norm group while 1998 through 2000 results correspond to a Fall norm group, comparison of percentile ranks between Fall and Spring administrations is not statistically valid or meaningful. As a result, Virginia's 1997 *Stanford 9* percentile ranks cannot be used as a reliable baseline to determine gain or loss of achievement in 1998 or 2000.

Scaled Scores

Unlike percentile ranks, scaled scores are not dependent upon comparison to a particular norm group. As a result, scaled scores facilitate comparison of results regardless of the point of the school year at which the test is administered.

In *Stanford 9*, each subtest and content area total has a single, continuous set of scaled scores, regardless of the subtest's or total's level or form, or whether the test was administered in the Fall or Spring semester. For example, the Reading Vocabulary scale is continuous across all levels of *Stanford 9*, allowing meaningful comparison of results from grade to grade, from one year to the next, and over a succession of years. Additionally, each continuous set of *Stanford 9* scaled scores is composed of approximately equal units, so that a difference of 15 scaled score points indicates approximately the same amount of difference in performance whether it is in the low, middle, or high range of the scale.

To illustrate some of these points, the following observations can be made from an interpretation of Table 1.7 below.

- From 1997 through 2000, "School Division A" obtained much higher *levels* of achievement in Reading than did "School Division B."
- Over the course of the four administrations, Division B displayed a much larger *gain* in achievement than Division A.
- It is statistically valid to compare scaled scores from the Fall administrations of VSAP to the baseline Spring 1997 scaled scores within a subtest or a content area total (e.g., the four-year gain of 8.9 scaled score points by Division B in Total Reading).

Table 1.7—Interpretive Sample of *Stanford 9* Scaled Scores

	Division A					Division B				
	Spring '97	Fall '98	Fall '99	Fall '00	4-year gain (loss)	Spring '97	Fall '98	Fall '99	Fall '00	4-year gain (loss)
Reading Vocabulary	595.6	598.5	597.4	597.3	1.7	575.3	583.9	584.5	584.4	9.1
Reading Comprehension	598.3	600.2	599.1	599.6	1.3	577.5	585.6	585.8	586.0	8.5
TOTAL READING	596.5	598.7	596.4	596.1	(0.4)	577.4	584.8	586.1	586.3	8.9

Given that each *Stanford 9* subtest's and total's score scale is continuous across levels and is made up of approximately equal units, following are some examples of other comparisons that can be made for each student, school, school division, and the state, now and after future VSAP test administrations:

- growth (or decline) of achievement in grade 4 relative to grade 6 and/or grade 9;
- growth (or decline) of achievement between the current year's fourth graders to previous years' fourth graders (and third graders in Spring 1997).

Finally, please note:

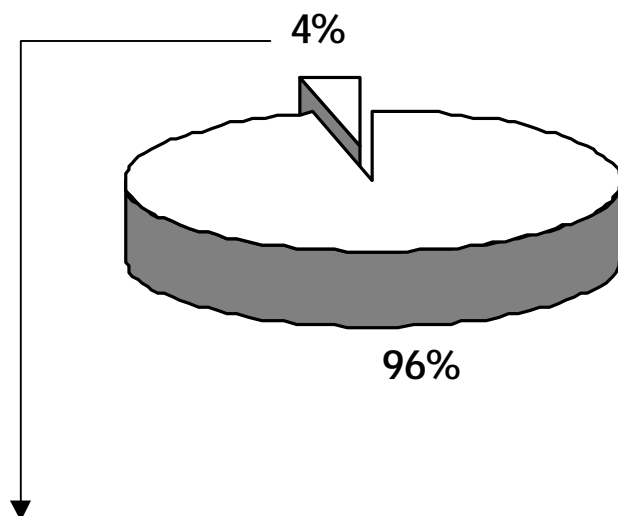
- Though scaled scores will allow comparison *within* a given subtest or content area total, they are *not* equivalent from one subtest or total to another. Scaled scores cannot, for example, be used to reliably determine whether a student or group of students is stronger in reading than in mathematics.
- The publisher of *Stanford 9*, Harcourt Educational Measurement, has not developed a scaled score range for the Partial (Basic) Battery for Form TA, Abbreviated administered in VSAP. Therefore, scaled score comparisons for VSAP can only be made within subtest and content area totals.

VIRGINIA'S 2000 PERFORMANCE ON *STANFORD 9* – GRADE 4

Students Not Tested

In Fall 2000, *Stanford 9* Primary 3 Form TA, Abbreviated was administered to 88,021 fourth grade students in Virginia, or 96% of the students enrolled in grade 4 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 4.1 below.

Figure 4.1 – *Stanford 9*, Fall 2000 Grade 4
Reasons Students Not Tested



Percent of Students Not Tested = 4%

Of the students not tested in grade 4:

- 63.5 % were not tested due to a disability exemption.
- 31.2 % were not tested due to limited proficiency in English.
- 3.9 % were not tested due to absence.
- <1 % were not tested because of medical emergencies.
- <1 % were not tested because of refusals and/or disruptive behavior.
- <1 % were not tested due to other reasons.

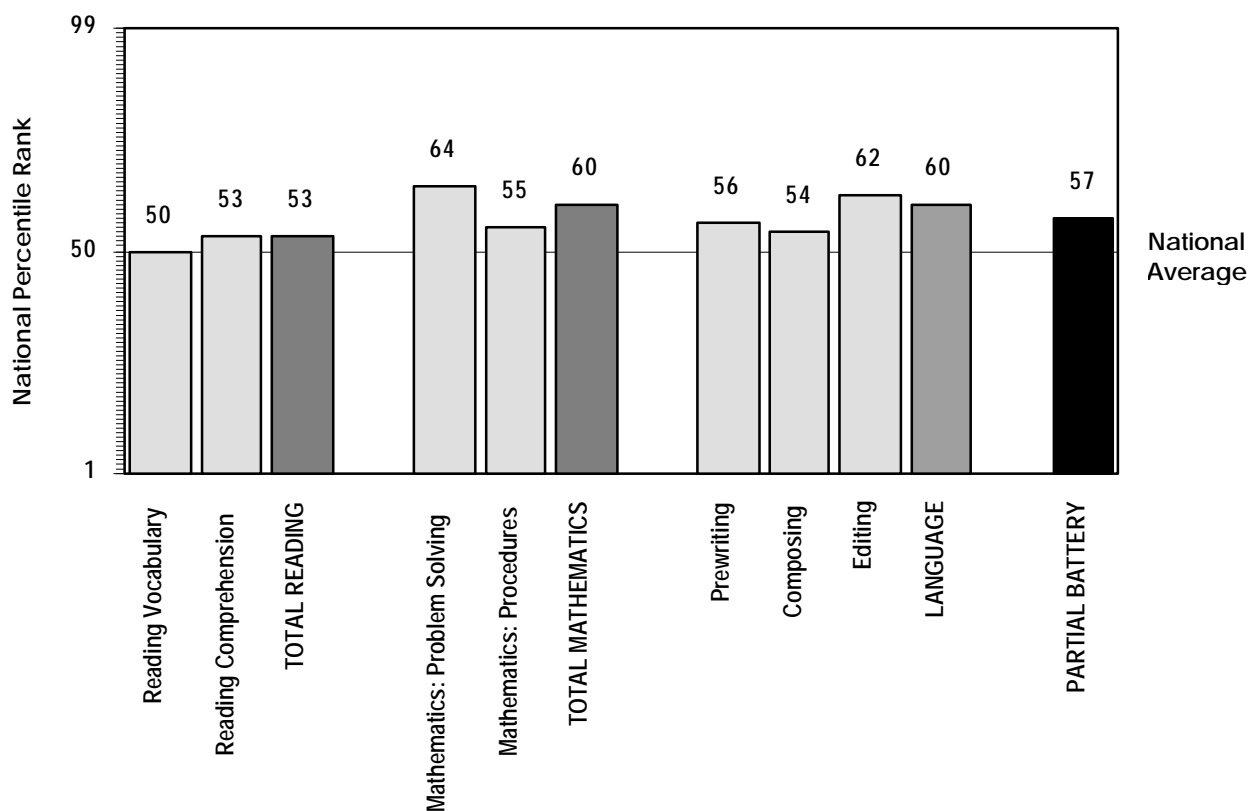
Grade 4 performance

Statewide Percentile Ranks

Figure 4.2 shows the statewide national percentile ranks for the Fall 2000 administration of *Stanford 9* in VSAP. Without exception, student performance in the areas of reading, mathematics, and language was at or above the 50th percentile across the board.

The Partial Battery score, which is an indication of overall performance, was at the 57th percentile for Virginia fourth grade students (56th percentile in 1999). This means that when the results of the reading, mathematics, and language subtests are combined, the “average” Virginia fourth grader did as well as or better than 57% of the students in the norm group.

Figure 4.2 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks



Grade 4 performance

Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia fourth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

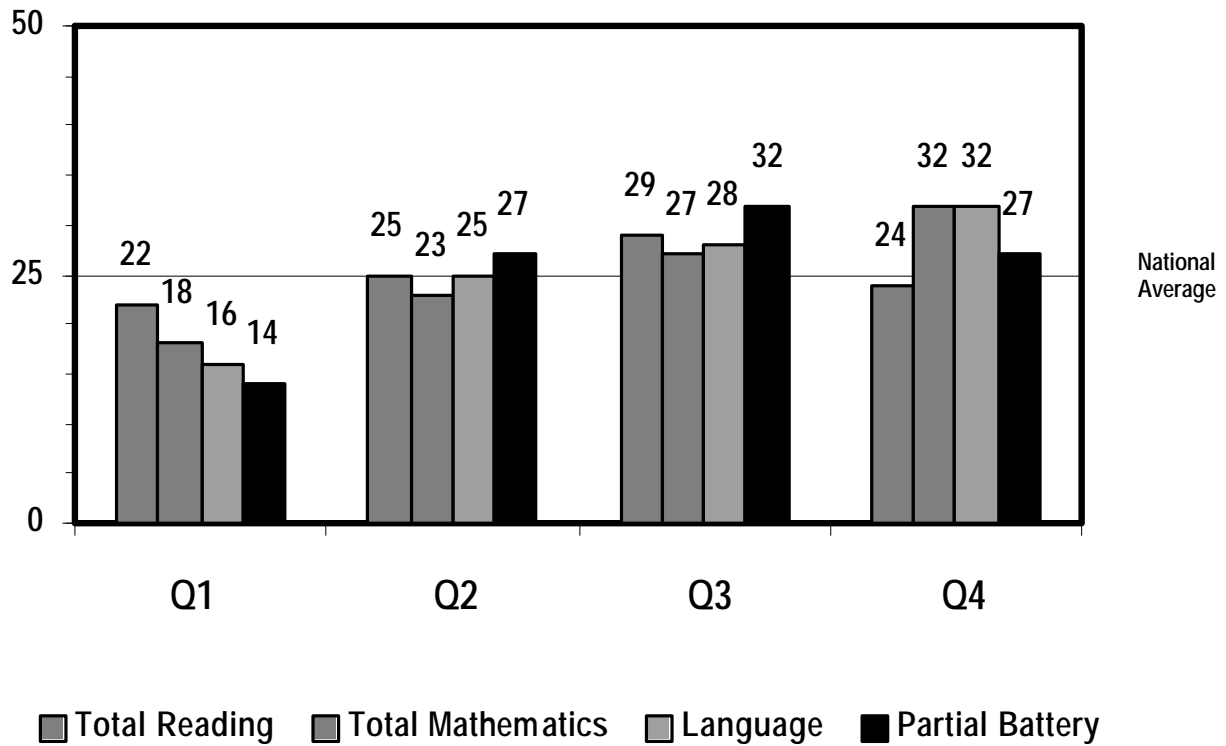
Figure 4.3 on page 20 displays the performance on *Stanford 9* in terms of the percentage of Virginia fourth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of fourth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
 - in the lowest quartile, Q1, 22% compared to the national norm group's 25%; and
 - in the top quartile, Q4, 24% as opposed to the norm group's 25%.
- 2) Total Mathematics
 - in the lowest quartile, 18% as opposed to the norm group's 25%; and
 - in the top quartile, 32% as opposed to 25% of the norm group.
- 3) Language
 - in the lowest quartile, 16% as opposed to the norm group's 25%; and
 - in the top quartile, 32% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
 - in the lowest quartile, 14% as opposed to the national norm group's 25%; and
 - in the top quartile, 27% compared to 25% of the norm group.

Grade 4 performance

Figure 4.3 – *Stanford 9*, Fall 2000, Grade 4
Percentage of Virginia Students in Each National Quartile



Grade 4 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 2000 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the answer documents of fourth grade students.

- Gender

Table 4.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Grade four females obtained higher average scores than grade four males in all areas except Mathematics: Problem Solving and Total Mathematics.

Table 4.4 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	41,471		41,183		10	
Percentage of the Total **	47.1		46.8		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	50	629.4	49	627.5	***	***
Reading Comprehension	57	639.2	50	631.3	***	***
TOTAL READING	55	635.0	50	629.6	***	***
Mathematics: Problem Solving	64	632.1	65	633.3	***	***
Mathematics: Procedures	56	597.3	55	596.4	***	***
TOTAL MATHEMATICS	59	615.9	60	616.3	***	***
Prewriting	57	608.2	54	603.3	***	***
Composing	58	614.5	51	606.1	***	***
Editing	65	608.5	59	599.9	***	***
LANGUAGE	63	610.2	56	602.0	***	***
PARTIAL (Basic) BATTERY	59	N/A	56	N/A	***	N/A

NOTES:

* Overall, 88,021 students were tested in grade 4 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,021 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Ethnicity

Table 4.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

American Indian/Alaskan Native students scored at or above the national average in seven of the 11 subtests and totals. Percentile ranks were above the national average in all subtests and totals for Asian/Pacific Islander students and White students. The percentile rank was below the national average (50th percentile) on all subtests and totals for Black students, while Hispanic students scored at or above the average in eight of the 11 subtests and totals.

Table 4.5 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity	American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *	264		2,876		22,791		3,004		51,690		2,039	
Percentage of the Total **	<1		3.3		25.9		3.4		58.7		2.3	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	49	628.3	53	632.4	35	609.0	38	613.1	57	637.5	50	628.5
Reading Comprehension	48	628.7	64	648.2	34	611.4	45	625.6	62	645.7	53	635.1
TOTAL READING	49	628.3	61	641.5	33	610.4	42	620.4	61	642.0	53	632.4
Mathematics: Problem Solving	60	628.0	78	650.3	44	610.5	57	624.2	72	642.1	63	631.8
Mathematics: Procedures	52	592.5	77	626.2	41	579.0	50	590.9	61	603.5	56	597.6
TOTAL MATHEMATICS	56	611.7	78	639.0	41	596.0	53	608.6	67	624.1	59	616.0
Prewriting	50	598.6	63	616.0	44	590.1	50	597.8	61	612.7	54	603.3
Composing	47	600.7	64	623.3	42	593.7	51	605.3	60	617.2	54	609.5
Editing	57	598.3	78	626.7	48	587.0	56	597.2	67	611.0	62	604.1
LANGUAGE	53	598.3	74	623.8	44	588.6	54	598.9	66	613.4	59	605.3
PARTIAL (Basic) BATTERY	53	N/A	70	N/A	40	N/A	50	N/A	64	N/A	57	N/A

NOTES:

* Overall, 88,021 students were tested in grade 4 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,021 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Students with Limited English Proficiency

Table 4.6 provides the following data for grade 4 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.6 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)

Number Tested *	798	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	24	593.7
Reading Comprehension	30	607.4
TOTAL READING	27	602.4
Mathematics: Problem Solving	48	614.6
Mathematics: Procedures	50	590.8
TOTAL MATHEMATICS	47	603.1
Prewriting	39	582.3
Composing	39	590.7
Editing	49	588.1
LANGUAGE	43	586.4
PARTIAL (Basic) BATTERY	40	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 88,021 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Students with Disabilities

Table 4.7 provides the following data for grade 4 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.7 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)	
Number Tested	4,818		51		1		20		44		23	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	31	604.2	4	541.7	*	*	8	559.5	34	608.1	44	622.2
Reading Comprehension	31	608.1	5	553.0	*	*	10	568.7	36	616.3	32	608.3
TOTAL READING	30	607.2	3	549.6	*	*	9	569.9	34	611.9	36	613.9
Mathematics: Prob. Solving	48	614.8	7	553.5	*	*	20	580.3	46	613.0	53	620.4
Mathematics: Procedures	40	578.5	5	507.7	*	*	33	572.0	48	587.6	51	592.0
TOTAL MATHEMATICS	43	598.3	5	535.6	*	*	24	575.3	45	601.4	50	605.7
Prewriting	41	586.4	11	534.8	*	*	16	545.1	43	588.6	45	591.5
Composing	40	591.4	12	546.1	*	*	16	555.7	46	599.2	38	588.7
Editing	46	585.2	18	546.7	*	*	32	567.8	56	596.4	41	578.3
LANGUAGE	42	585.9	11	541.6	*	*	20	559.0	48	593.4	40	582.9
PARTIAL (Basic) BATTERY	43	N/A	6	N/A	*	N/A	22	N/A	49	N/A	48	N/A

Description	HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)		SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)	
Number Tested	39		2,054		259		1,073		480		2	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	21	590.1	22	589.9	28	598.9	44	620.8	30	603.0	*	*
Reading Comprehension	27	602.4	21	593.3	24	597.8	47	628.3	28	603.3	*	*
TOTAL READING	24	598.6	20	592.8	24	598.7	46	625.3	28	603.8	*	*
Mathematics: Prob. Solving	30	595.3	37	602.5	30	595.0	59	627.1	39	605.2	*	*
Mathematics: Procedures	33	568.6	31	566.5	26	560.5	52	592.9	33	569.8	*	*
TOTAL MATHEMATICS	29	582.9	32	586.3	27	580.0	55	611.2	34	589.3	*	*
Prewriting	31	570.2	33	574.2	29	567.9	50	598.2	39	583.9	*	*
Composing	34	582.6	30	577.7	32	579.9	49	603.2	36	585.8	*	*
Editing	47	585.7	35	570.8	35	571.2	58	598.7	42	580.3	*	*
LANGUAGE	37	580.6	30	571.7	29	570.4	54	599.5	38	581.1	*	*
PARTIAL (Basic) BATTERY	34	N/A	31	N/A	31	N/A	52	N/A	37	N/A	*	N/A

(Table 4.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

(Table 4.7, continued)

Description	DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitatio n Act of 1973)		DD (Develop- mentally Delayed)	
Number Tested	1		41		10		647		74	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	45	621.8	*	*	51	630.7	18	584.0
Reading Comprehension	*	*	55	636.8	*	*	54	635.9	18	588.8
TOTAL READING	*	*	50	629.8	*	*	54	633.7	16	587.5
Mathematics: Prob. Solving	*	*	61	631.0	*	*	68	636.8	26	590.4
Mathematics: Procedures	*	*	46	585.4	*	*	53	594.4	20	549.8
TOTAL MATHEMATICS	*	*	54	611.1	*	*	61	617.2	21	572.8
Prewriting	*	*	51	599.6	*	*	55	604.7	27	565.5
Composing	*	*	55	610.2	*	*	54	609.5	29	575.5
Editing	*	*	67	611.0	*	*	60	601.7	31	566.6
LANGUAGE	*	*	60	606.9	*	*	58	604.2	26	566.4
PARTIAL (Basic) BATTERY	*	N/A	55	N/A	*	N/A	59	N/A	26	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

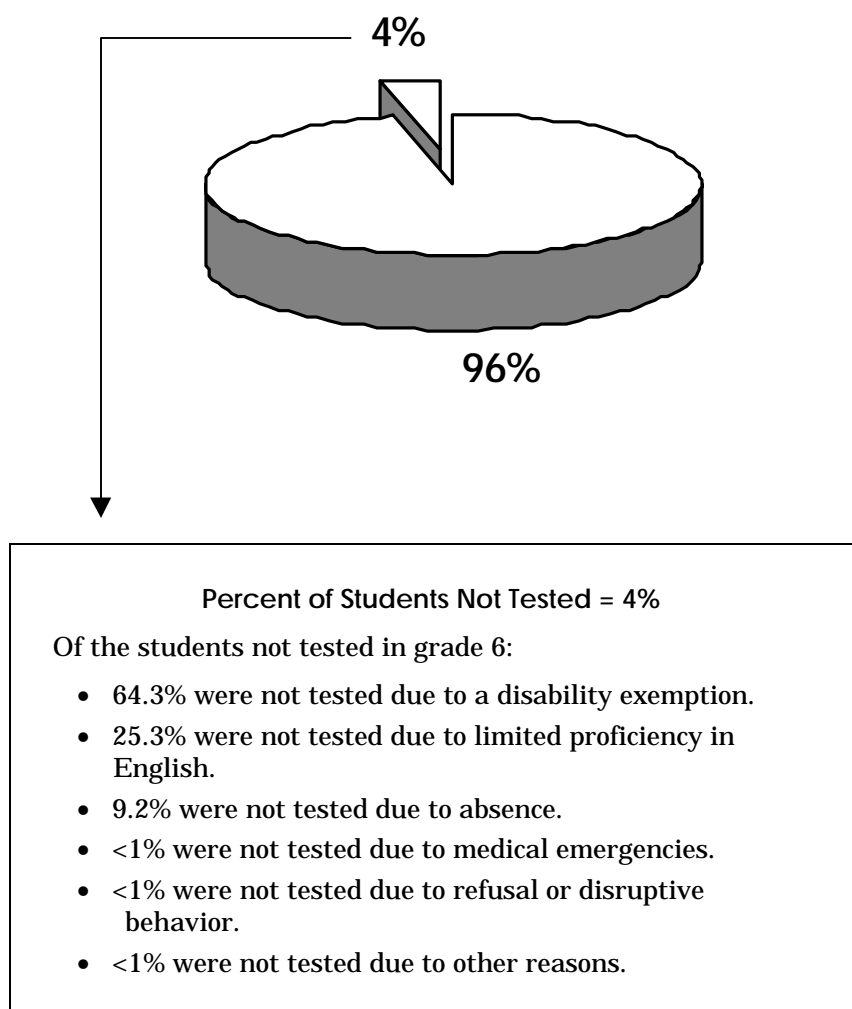
N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

VIRGINIA'S 2000 PERFORMANCE ON *STANFORD 9* – GRADE 6

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered in Fall 2000 to 87,358 sixth grade students in Virginia, or 96% of the students enrolled in grade 6 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 6.1 below.

Figure 6.1 – *Stanford 9*, Fall 2000, Grade 6
Reasons Students Not Tested

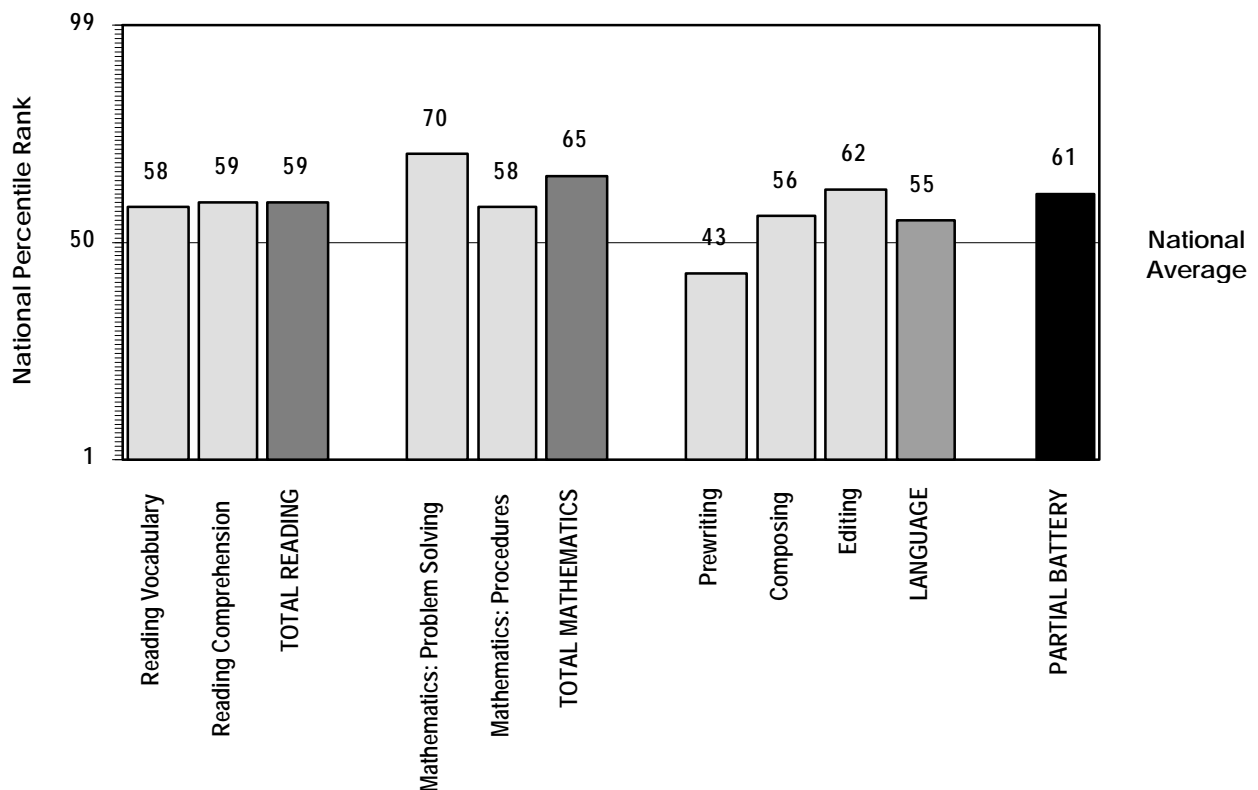


Grade 6 performance

Statewide Percentile Ranks

Figure 6.2 shows the statewide national percentile ranks for the Fall 2000 grade 6 administration of *Stanford 9* in VSAP. Repeating what was seen in 1999, overall student performance on the subtests in the areas of reading and mathematics was consistently above the 50th percentile, as was all but one of the language subtests. The partial battery score, which provides an indication of overall performance on the test, was at the 61st percentile for Virginia sixth grade students. This means that the “average” Virginia sixth grader did as well as or better than 61% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 6.2 – *Stanford 9*, Fall 2000, Grade 6
Statewide National Percentile Ranks



Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia sixth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

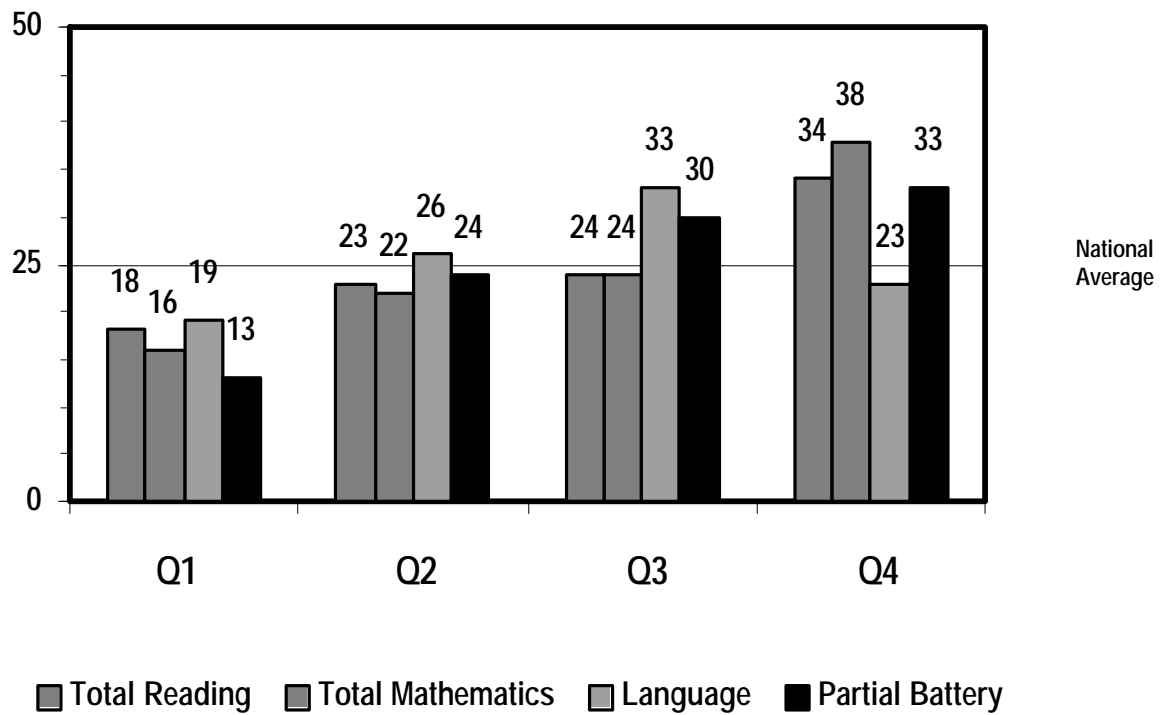
Figure 6.3 on page 29 displays the performance on *Stanford 9* in terms of the percentage of Virginia sixth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of sixth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
 - in the lowest quartile, Q1, 18% as opposed to the national norm group's 25%; and
 - in the top quartile, Q4, 34% as opposed to the norm group's 25%.
- 2) Total Mathematics
 - in the lowest quartile, 16% as opposed to the norm group's 25%; and
 - in the top quartile, 38% as opposed to 25% of the norm group.
- 3) Language
 - in the lowest quartile, 19% as opposed to the norm group's 25%; and
 - in the top quartile, 23% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
 - in the lowest quartile, 13% as opposed to the national norm group's 25%; and
 - in the top quartile, 33% as opposed to 25% of the norm group.

Grade 6 performance

Figure 6.3 – *Stanford 9*, Fall 2000, Grade 6
Percentage of Virginia Students in Each National Quartile



Grade 6 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 2000 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the sixth grade answer documents.

- Gender

Table 6.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

The population of sixth grade females obtained higher percentile ranks than grade 6 males in all areas except Mathematics: Problem Solving—though the respective percentile ranks for that subtest are the same (70), males had a slightly higher mean scaled score than females.

Table 6.4 – *Stanford 9*, Fall 2000, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	41,488		41,236		4	
Percentage of the Total **	47.5		47.2		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	61	676.7	56	671.1	***	***
Reading Comprehension	62	670.7	55	663.3	***	***
TOTAL READING	62	672.7	56	666.1	***	***
Mathematics: Problem Solving	70	668.6	70	669.1	***	***
Mathematics: Procedures	60	668.5	56	663.8	***	***
TOTAL MATHEMATICS	66	667.4	64	665.8	***	***
Prewriting	46	625.5	40	618.9	***	***
Composing	60	642.1	52	632.7	***	***
Editing	67	644.2	55	630.9	***	***
LANGUAGE	60	638.1	49	627.3	***	***
PARTIAL (Basic) BATTERY	64	N/A	59	N/A	***	N/A

NOTES:

* Overall, 87,358 students were tested in grade 6 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,358 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 6 performance

- Ethnicity

Table 6.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks were at or above the national average (50th percentile) in five of the 11 content areas and totals for American Indian/Alaskan Natives (up from two in 1999) and in all 11 areas for Asian/Pacific Islanders, while Black students scored below the national average in all areas. Percentile ranks for Hispanic students were at or above the national average in eight areas, and White students were at or above the national average in ten.

Table 6.5 – *Stanford 9*, Fall 2000, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		437		2,987		22,430		3,135		52,087		1,652	
Percentage of the Total **		<1		3.4		25.7		3.6		59.6		1.9	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		51	665.8	64	681.0	40	654.0	50	665.1	65	682.3	62	678.6
Reading Comprehension		47	655.2	71	680.5	37	643.4	51	659.3	67	676.8	62	671.0
TOTAL READING		48	658.8	69	680.1	37	647.8	51	661.1	67	678.3	63	673.7
Mathematics: Problem Solving		57	655.0	85	690.8	47	644.5	64	662.0	78	678.4	74	674.8
Mathematics: Procedures		44	650.1	79	694.4	39	643.9	53	660.2	65	674.5	62	670.4
TOTAL MATHEMATICS		51	651.9	84	691.8	42	643.4	59	660.0	73	675.5	70	671.9
Prewriting		34	611.1	54	634.9	33	610.3	41	619.5	47	626.9	44	623.6
Composing		48	629.0	64	646.4	44	624.1	49	630.0	61	643.1	57	639.0
Editing		50	625.1	75	653.2	44	619.1	55	630.7	68	645.0	64	640.2
LANGUAGE		43	620.9	68	646.8	39	616.7	48	626.0	61	639.2	57	635.2
PARTIAL (Basic) BATTERY		50	N/A	75	N/A	42	N/A	55	N/A	68	N/A	65	N/A

NOTES:

* Overall, 87,358 students were tested in grade 6 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,358 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 6 performance

- Students with Limited English Proficiency

Table 6.6 provides the following data for grade 6 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 6.6 – *Stanford 9*, Fall 2000, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)

Number Tested *	455	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	34	646.9
Reading Comprehension	32	638.5
TOTAL READING	32	642.1
Mathematics: Problem Solving	51	649.2
Mathematics: Procedures	47	653.0
TOTAL MATHEMATICS	49	649.9
Prewriting	32	608.2
Composing	39	618.4
Editing	38	612.2
LANGUAGE	34	611.8
PARTIAL (Basic) BATTERY	42	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 87,358 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 6 performance

- Students with Disabilities

Table 6.7 provides the following data for grade 6 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 6.7 – *Stanford 9*, Fall 2000, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)	
Number Tested	5,956		59		1		21		23		18	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	32	644.7	6	596.8	*	*	22	630.0	66	683.8	41	656.2
Reading Comprehension	29	634.6	6	592.1	*	*	24	628.8	47	654.7	30	635.7
TOTAL READING	29	639.1	5	594.1	*	*	19	625.1	56	667.0	32	641.8
Mathematics: Prob. Solving	43	641.3	6	584.3	*	*	37	635.2	69	665.8	38	636.6
Mathematics: Procedures	31	633.6	6	587.1	*	*	32	635.4	43	647.2	25	626.3
TOTAL MATHEMATICS	36	637.6	5	587.7	*	*	35	635.9	56	657.0	30	631.3
Prewriting	26	599.7	10	569.9	*	*	25	598.6	44	623.6	27	600.6
Composing	33	611.3	9	570.8	*	*	23	597.4	42	621.6	23	597.4
Editing	30	603.3	8	566.4	*	*	29	600.8	61	637.1	31	604.5
LANGUAGE	26	603.1	5	567.9	*	*	23	598.2	49	627.0	25	601.5
PARTIAL (Basic) BATTERY	35	N/A	6	N/A	*	N/A	33	N/A	63	N/A	30	N/A

Description	HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)		SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)	
Number Tested	46		3,455		514		419		645		6	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	21	630.4	26	637.3	30	640.9	50	664.6	33	645.5	*	*
Reading Comprehension	20	622.0	24	628.2	21	624.5	51	659.0	26	631.8	*	*
TOTAL READING	20	627.6	24	632.4	23	632.2	51	661.3	28	637.6	*	*
Mathematics: Prob. Solving	41	639.2	37	634.8	29	625.9	65	663.9	36	634.5	*	*
Mathematics: Procedures	32	635.6	26	627.4	19	616.1	54	661.7	22	622.0	*	*
TOTAL MATHEMATICS	36	637.1	30	631.2	22	622.5	61	662.0	28	628.8	*	*
Prewriting	23	595.6	22	594.5	19	588.4	39	616.9	25	599.1	*	*
Composing	32	610.0	29	605.6	25	600.9	51	632.4	29	606.4	*	*
Editing	34	607.0	23	594.4	23	593.8	54	629.6	27	599.2	*	*
LANGUAGE	25	601.2	20	596.1	18	592.1	48	626.2	23	599.7	*	*
PARTIAL (Basic) BATTERY	33	N/A	29	N/A	25	N/A	56	N/A	30	N/A	*	N/A

(Table 6.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 6 performance

(Table 6.7, continued)

Description	DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitatio n Act of 1973)		DD (Develop- mentally Delayed)	
	Number Tested									
	0		24		12		712		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	47	662.7	32	645.3	57	672.7	*	*
Reading Comprehension	*	*	40	646.6	25	629.4	56	664.4	*	*
TOTAL READING	*	*	46	656.8	26	635.1	57	667.1	*	*
Mathematics: Prob. Solving	*	*	45	644.2	*	*	72	671.7	*	*
Mathematics: Procedures	*	*	39	644.3	*	*	56	663.3	*	*
TOTAL MATHEMATICS	*	*	43	645.3	*	*	65	666.8	*	*
Prewriting	*	*	31	606.3	*	*	40	618.6	*	*
Composing	*	*	40	619.4	*	*	53	634.1	*	*
Editing	*	*	43	617.2	*	*	57	632.4	*	*
LANGUAGE	*	*	36	613.8	*	*	50	627.9	*	*
PARTIAL (Basic) BATTERY	*	N/A	45	N/A	*	N/A	60	N/A	*	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

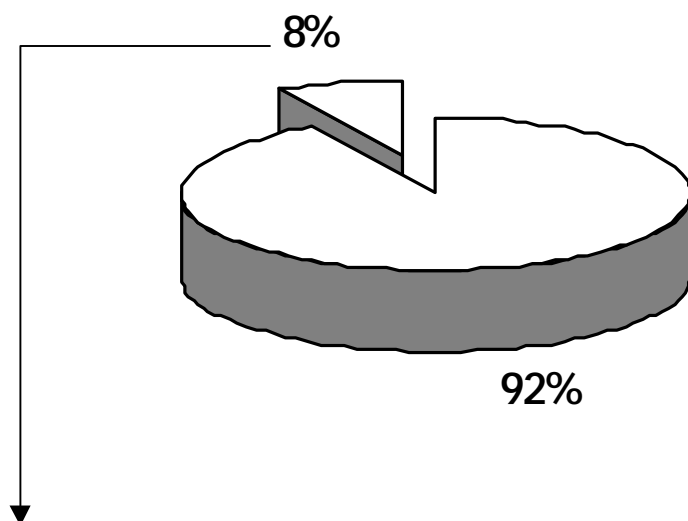
N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

VIRGINIA'S 2000 PERFORMANCE ON *STANFORD 9* – GRADE 9

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered to 88,568 grade 9 students in Virginia in Fall 2000: 92% of the grade 9 students enrolled at the time. As in grades 4 and 6, there were several reasons why ninth grade students may not have taken the test, but ninth graders were most likely to have missed the test due to absence. Other possible reasons are described in “Who Is Tested on *Stanford 9*?” on page 14 and included in Figure 9.1 below.

Figure 9.1 – *Stanford 9*, Fall 2000, Grade 9
Reasons Students Not Tested



Percent of Students Not Tested = 8%

Of the students not tested in grade 9:

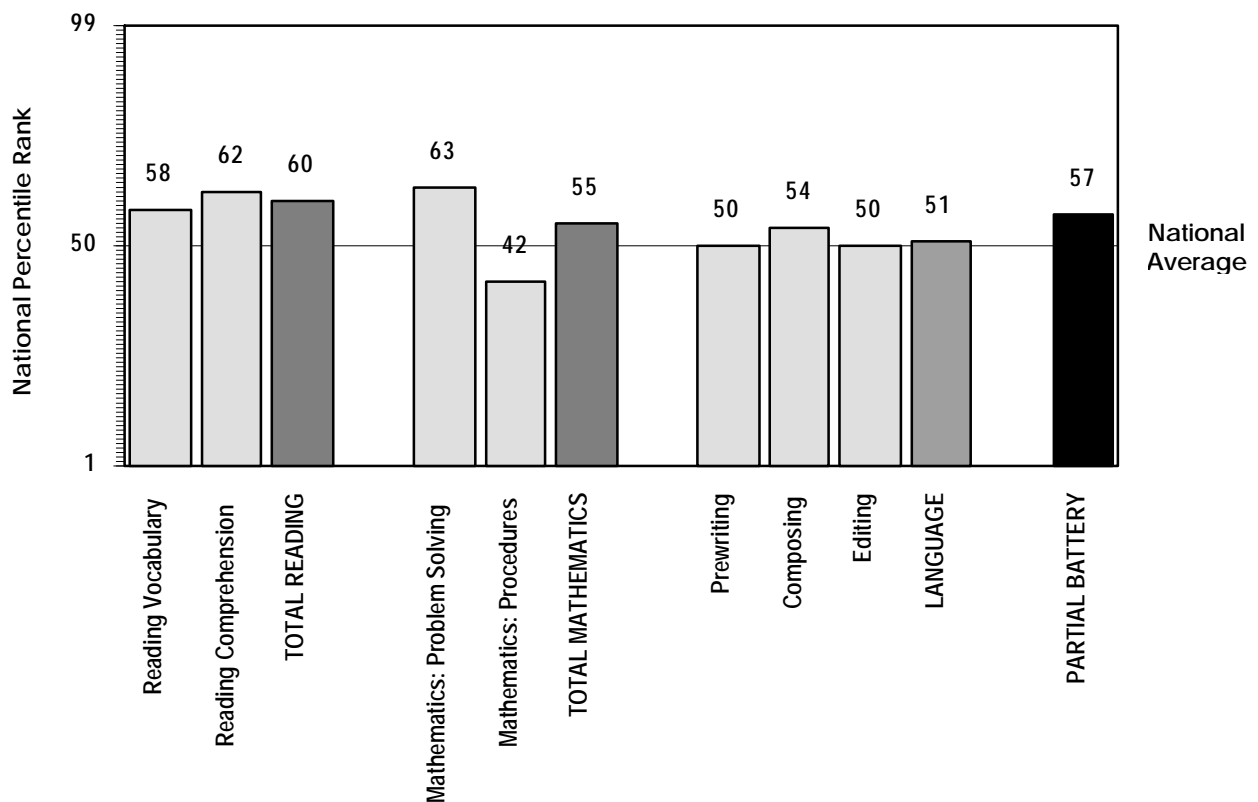
- 47.9% were not tested due to absence.
- 30.2% were not tested due to a disability exemption.
- 19.1% were not tested due to limited proficiency in English.
- 1.2% refused to take the test or were disruptive.
- <1% were not tested due to medical emergencies.
- 1.4% were not tested due to other reasons.

Grade 9 performance

Statewide Percentile Ranks

Figure 9.2 shows the statewide national percentile ranks for the Fall 2000 administration of *Stanford 9* to ninth graders in VSAP. Student performance on the subtests in the area of reading was well above the 50th percentile. In mathematics, only the Mathematics: Procedures subtest fell below the 50th percentile. In language, all subtests were at or above the 50th percentile. The ninth grade Partial Battery score, which provides an indication of overall performance on the test, was at the 57th percentile. This means that the “average” Virginia ninth grader did as well as or better than 57% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 9.2 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks



Grade 9 performance

Quartiles

When reviewing average national percentile ranks for a group of students (in this case, all of Virginia's ninth grade students), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 9.3 on page 38 displays the performance on *Stanford 9* in terms of the percentage of Virginia ninth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

1) Total Reading

- in the lowest quartile, Q1, 19% as opposed to the national norm group's 25%; and
- in the top quartile, Q4, 37% as opposed to the norm group's 25%.

2) Total Mathematics

- in the lowest quartile, 23% compared to the norm group's 25%; and
- in the top quartile, 28% as opposed to 25% of the norm group.

3) Language

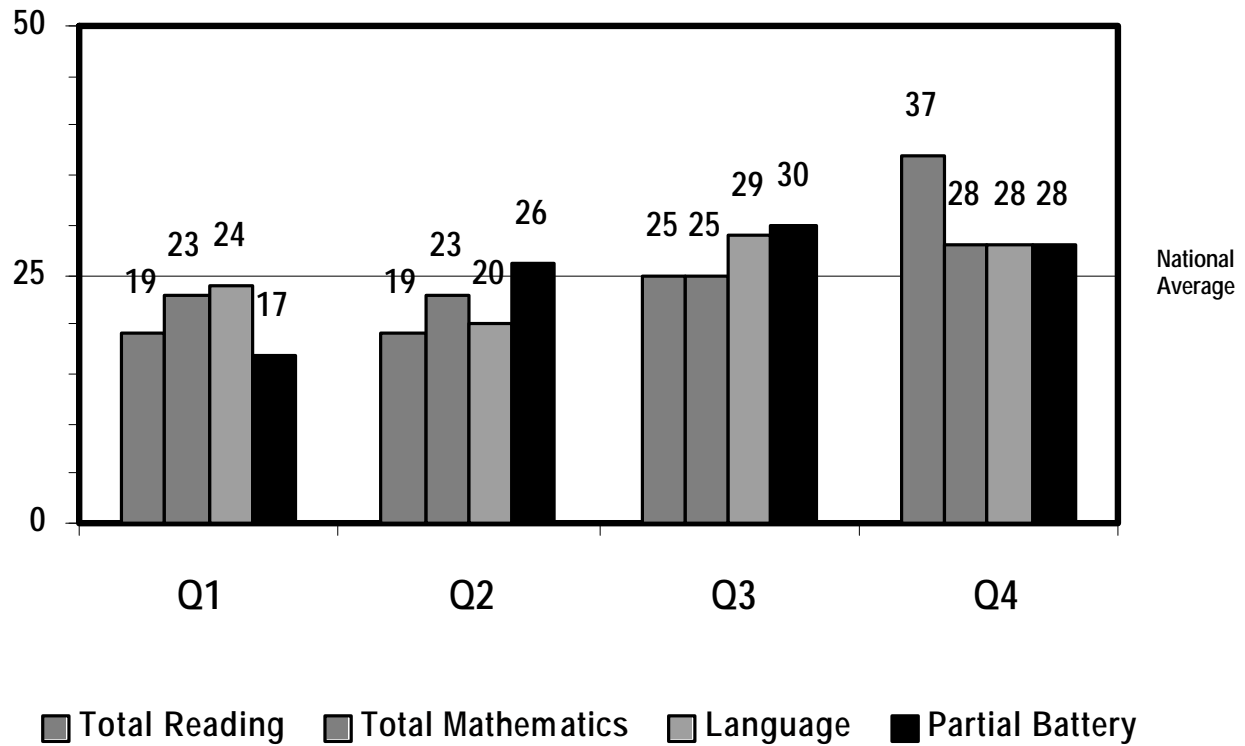
- in the lowest quartile, 24% as opposed to the norm group's 25%; and
- in the top quartile, 28% compared to 25% of the norm group.

4) Partial Battery (or overall performance on *Stanford 9*)

- in the lowest quartile, 17% as opposed to the national norm group's 25%; and
- in the top quartile, 28% as opposed to 25% of the norm group.

Grade 9 performance

Figure 9.3 – *Stanford 9*, Fall 2000, Grade 9
Percentage of Virginia Students in Each National Quartile



Grade 9 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 2000 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the ninth grade answer documents.

- Gender

Table 9.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Ninth grade females obtained higher average scores than ninth grade males in all areas except Mathematics: Problem Solving, Mathematics: Procedures, and Total Mathematics.

Table 9.4 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	41,936		42,785		8	
Percentage of the Total **	47.3		48.3		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	59	711.8	57	709.3	***	***
Reading Comprehension	67	708.2	56	696.6	***	***
TOTAL READING	64	708.0	56	700.2	***	***
Mathematics: Problem Solving	62	690.1	63	692.1	***	***
Mathematics: Procedures	42	691.9	42	692.6	***	***
TOTAL MATHEMATICS	54	690.6	55	692.1	***	***
Prewriting	54	663.1	46	653.1	***	***
Composing	59	665.9	50	654.5	***	***
Editing	55	663.3	45	653.0	***	***
LANGUAGE	57	664.0	46	652.8	***	***
PARTIAL (Basic) BATTERY	59	N/A	54	N/A	***	N/A

NOTES:

* Overall, 88,568 students were tested in grade 9 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,568 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Ethnicity

Table 9.5 provides the following for each ethnic group and for students whose ethnicity was not identified in grade 9: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks in Reading Comprehension and Mathematics: Problem Solving were at or above the national average for American Indian/Alaskan Native students. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders. The percentile rank for Black students was below the national average (50th percentile) on all subtests. Virginia's Hispanic students scored at the national average in Mathematics: Problem Solving but below the national average in all others. White students were at or above the national average in all areas other than Mathematics: Procedures

Table 9.5 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		466		3,346		21,369		3,303		53,736		2,537	
Percentage of the Total **		<1		3.8		24.1		3.7		60.7		2.9	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		49	700.1	64	718.5	41	690.9	48	699.2	65	718.7	55	707.1
Reading Comprehension		51	691.0	68	709.1	40	680.1	49	689.0	70	711.9	58	698.1
TOTAL READING		49	693.8	67	711.3	39	683.5	48	691.9	69	712.8	56	700.4
Mathematics: Problem Solving		50	678.5	79	710.2	39	667.5	50	677.8	71	700.5	58	686.5
Mathematics: Procedures		30	676.8	68	723.1	24	669.5	34	681.8	49	700.3	38	686.8
TOTAL MATHEMATICS		41	678.0	76	714.8	32	669.0	43	679.6	63	699.7	50	687.2
Prewriting		40	646.1	56	666.5	38	643.7	41	647.4	54	664.2	44	651.8
Composing		43	646.0	62	670.2	38	639.2	44	646.7	61	669.0	49	653.8
Editing		38	645.8	60	668.9	34	640.5	37	644.2	57	665.6	44	652.4
LANGUAGE		37	644.6	62	669.5	33	639.6	38	644.6	59	666.4	45	651.8
PARTIAL (Basic) BATTERY		45	N/A	69	N/A	36	N/A	45	N/A	64	N/A	53	N/A

NOTES:

* Overall, 88,568 students were tested in grade 9 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,568 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Students with Limited English Proficiency

Table 9.6 provides the following data for ninth grade students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.6 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)

Number Tested *	359	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	23	669.2
Reading Comprehension	21	656.1
TOTAL READING	20	662.0
Mathematics: Problem Solving	31	659.8
Mathematics: Procedures	27	673.1
TOTAL MATHEMATICS	29	665.7
Prewriting	20	616.9
Composing	23	617.9
Editing	17	619.3
LANGUAGE	15	616.9
PARTIAL (Basic) BATTERY	26	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 88,568 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Students with Disabilities

Table 9.7 provides the following data for ninth grade students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.7 – Stanford 9, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)	
Number Tested	6,300		141		2		35		23		31	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	28	676.4	6	633.8	*	*	24	670.7	50	702.8	57	711.1
Reading Comprehension	27	665.2	8	629.8	*	*	22	658.8	58	699.3	51	691.6
TOTAL READING	26	669.3	6	633.1	*	*	21	662.7	55	701.3	54	697.1
Mathematics: Prob. Solving	32	660.5	11	631.5	*	*	24	652.5	41	670.0	44	672.0
Mathematics: Procedures	20	663.1	8	637.4	*	*	18	659.4	22	667.6	36	685.7
TOTAL MATHEMATICS	26	662.6	9	637.2	*	*	22	657.6	32	669.4	41	677.6
Prewriting	25	625.8	8	589.8	*	*	24	623.6	52	661.5	43	649.3
Composing	25	620.3	10	589.7	*	*	18	608.7	50	654.8	46	649.9
Editing	21	625.5	11	608.9	*	*	21	623.1	33	640.4	42	649.3
LANGUAGE	19	622.6	6	594.5	*	*	16	620.1	42	648.5	41	648.1
PARTIAL (Basic) BATTERY	27	N/A	9	N/A	*	N/A	23	N/A	42	N/A	47	N/A

Description	HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)		SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)	
Number Tested	44		4,271		653		112		603		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	25	672.5	26	672.8	30	678.2	36	686.1	35	684.4	*	*
Reading Comprehension	33	671.8	25	662.7	26	663.3	43	683.1	30	668.4	*	*
TOTAL READING	29	673.3	24	666.5	25	668.8	39	683.9	30	673.9	*	*
Mathematics: Prob. Solving	41	669.0	30	659.0	28	656.7	48	677.4	32	660.8	*	*
Mathematics: Procedures	33	682.4	19	661.5	17	658.6	30	677.2	19	662.1	*	*
TOTAL MATHEMATICS	37	674.7	24	661.0	22	658.7	40	676.8	25	662.1	*	*
Prewriting	29	631.1	24	624.4	22	620.1	39	644.6	24	624.1	*	*
Composing	30	628.6	23	617.0	22	616.4	35	634.8	28	624.9	*	*
Editing	29	635.5	19	622.4	20	624.2	35	642.7	23	628.2	*	*
LANGUAGE	25	631.0	17	619.9	17	619.9	33	639.8	20	624.3	*	*
PARTIAL (Basic) BATTERY	33	N/A	25	N/A	25	N/A	42	N/A	29	N/A	*	N/A

(Table 9.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

(Table 9.7, continued)

Description	DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitatio n Act of 1973)		DD (Develop- mentally Delayed)	
Number Tested	1		13		11		390		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	41	692.9	14	656.2	54	706.0	*	*
Reading Comprehension	*	*	23	660.0	18	652.0	52	692.4	*	*
TOTAL READING	*	*	30	672.2	14	653.3	52	696.3	*	*
Mathematics: Prob. Solving	*	*	24	652.3	*	*	53	681.6	*	*
Mathematics: Procedures	*	*	20	661.8	*	*	35	684.1	*	*
TOTAL MATHEMATICS	*	*	22	657.3	*	*	46	682.9	*	*
Prewriting	*	*	14	603.5	*	*	43	649.3	*	*
Composing	*	*	34	634.2	*	*	46	649.0	*	*
Editing	*	*	29	635.0	*	*	41	648.5	*	*
LANGUAGE	*	*	19	615.9	*	*	41	647.7	*	*
PARTIAL (Basic) BATTERY	*	N/A	27	N/A	*	N/A	48	N/A	*	N/A

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

SCHOOL DIVISION PERFORMANCE

Table A

Table A below compares the Fall 1998 through Fall 2000 percentages of Virginia school divisions with national percentile ranks at or above the national average.

Performance varies from grade to grade and from content area to content area.

Table A: *Stanford 9*, Fall 1998-2000
Percentages of School Divisions with National Percentile Ranks At or Above 50

	grade 4			grade 6			grade 9		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Total Reading	35.1%	42.9%	49.2	63.4%	72.9%	72.7	69.7%	75.8%	78.8
Total Mathematics	48.1%	63.9%	75.8	57.1%	72.2%	78.8	43.9%	45.5%	53.8
Language	51.4%	67.7%	75.8	40.3%	53.4%	64.4	28.0%	40.9%	46.2
Partial (Basic) Battery	47.4%	60.9%	71.2	63.9%	76.7%	77.3	55.3%	61.4%	65.9

Table B

Table B, which begins on the following page, displays the national percentile rank for each subtest for each school division in Virginia. Also reported in this table are the number and percentage (based on *enrollment*) of students in each grade, in each school division, who took one or more of the subtests under standard conditions.

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
1	ACCOMACK	4	450	99%	25	26	26	33	38	32	34	35	35	39	33
		6	446	100%	32	34	32	35	41	32	31	28	34	38	35
		9	445	98%	42	41	44	29	37	21	35	39	36	37	36
2	ALBEMARLE	4	1002	97%	66	60	67	68	73	61	67	62	61	69	66
		6	925	97%	72	69	72	74	79	64	61	47	60	68	70
		9	948	93%	65	62	66	62	71	47	58	49	60	58	63
101	ALEXANDRIA	4	869	92%	47	44	49	58	59	57	57	56	51	59	55
		6	757	97%	53	53	52	60	65	54	49	41	51	56	57
		9	634	91%	53	52	54	44	49	38	43	43	48	42	48
99	ALLEGHANY HIGHLANDS	4	200	98%	51	48	53	57	59	55	53	55	45	57	54
		6	217	96%	62	57	65	63	66	57	55	45	56	62	61
		9	213	93%	60	54	65	47	50	41	50	50	51	50	53
4	AMELIA	4	147	98%	42	40	45	52	55	50	54	52	49	58	49
		6	122	98%	39	42	39	52	57	48	39	35	44	45	46
		9	150	90%	53	51	54	38	50	23	42	43	50	39	44
5	AMHERST	4	356	97%	46	44	46	42	52	35	50	53	47	50	47
		6	386	97%	45	47	44	48	54	43	47	39	49	54	49
		9	426	97%	47	46	49	44	54	30	40	43	47	40	45
6	APPOMATTOX	4	172	98%	57	55	55	65	68	61	60	57	57	60	61
		6	175	88%	55	56	54	63	67	58	52	41	52	62	59
		9	224	90%	47	45	51	39	45	32	41	42	43	43	44
7	ARLINGTON	4	1272	86%	68	60	69	74	78	69	71	65	66	71	70
		6	1175	89%	73	70	72	82	82	79	65	50	63	71	75
		9	1130	73%	65	62	66	70	76	57	58	53	60	55	65
8	AUGUSTA	4	847	98%	53	51	53	58	63	54	58	54	52	62	57
		6	822	99%	61	59	62	65	70	57	57	45	55	65	62
		9	917	97%	59	53	63	54	64	41	51	50	55	49	55
9	BATH	4	59	92%	56	55	57	57	63	53	51	54	51	50	56
		6	71	95%	62	60	63	67	75	54	56	45	59	58	64
		9	60	98%	64	56	71	57	67	43	57	48	61	58	61
10	BEDFORD	4	856	98%	51	49	52	58	66	50	57	54	54	57	56
		6	850	98%	57	57	56	63	69	54	52	40	52	60	59
		9	832	95%	64	60	66	60	67	49	52	51	56	51	60

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
11	BLAND	4	79	96%	46	50	45	47	55	41	50	52	47	51	49
		6	70	99%	50	54	50	54	62	45	50	45	58	50	54
		9	70	95%	61	59	63	46	57	31	46	42	54	46	53
12	BOTETOURT	4	325	98%	58	52	61	63	72	53	67	60	60	70	62
		6	363	99%	63	62	64	63	72	51	60	45	61	68	63
		9	389	95%	65	61	68	63	71	50	59	57	59	57	62
102	BRISTOL	4	190	95%	49	49	49	58	61	56	57	55	50	59	56
		6	154	92%	51	54	50	49	55	43	46	35	48	56	50
		9	169	89%	62	60	65	51	63	35	55	46	57	57	57
13	BRUNSWICK	4	168	97%	31	30	34	34	38	35	39	37	35	46	36
		6	186	97%	37	37	39	41	44	39	37	33	44	40	40
		9	159	96%	43	42	46	45	52	35	39	42	41	39	43
14	BUCHANAN	4	291	97%	36	35	39	41	44	41	47	46	43	51	41
		6	326	99%	46	49	44	39	45	35	38	32	46	44	44
		9	323	96%	44	45	46	34	38	29	35	37	42	35	39
15	BUCKINGHAM	4	158	93%	40	39	42	50	47	55	48	45	41	56	47
		6	161	87%	48	49	49	50	59	41	49	40	52	56	50
		9	214	91%	46	43	50	37	49	25	40	44	42	39	43
103	BUENA VISTA	4	80	96%	52	51	51	66	71	60	53	53	57	45	59
		6	91	95%	57	59	58	69	70	67	59	44	55	69	63
		9	97	94%	55	49	59	47	54	37	48	42	51	49	53
16	CAMPBELL	4	633	99%	51	50	51	56	61	52	57	54	54	60	55
		6	665	98%	55	55	55	54	59	50	50	41	53	57	55
		9	697	97%	60	58	61	51	61	37	50	48	54	50	54
17	CAROLINE	4	290	93%	35	37	35	43	47	40	45	40	46	51	41
		6	298	97%	43	45	44	48	54	42	41	37	44	46	46
		9	323	91%	55	56	56	33	40	26	44	42	47	45	45
18	CARROLL	4	306	96%	42	41	41	46	53	40	45	49	45	43	46
		6	294	94%	54	55	54	52	59	47	44	34	54	49	53
		9	219	93%	65	60	69	55	67	38	55	55	57	52	58
19	CHARLES CITY COUNTY	4	71	99%	35	38	33	42	49	36	43	44	38	51	42
		6	60	100%	40	46	38	42	54	30	35	28	40	45	41
		9	91	99%	34	39	34	23	31	16	21	31	26	26	30

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
20	CHARLOTTE	4	154	94%	49	51	49	62	66	57	64	60	56	67	57
		6	171	90%	57	59	57	63	65	61	55	46	51	63	59
		9	163	94%	61	57	63	50	61	37	55	51	57	55	56
104	CHARLOTTESVILLE CITY	4	296	91%	48	45	49	50	55	47	49	47	44	53	49
		6	327	91%	54	55	51	51	59	43	50	40	50	56	54
		9	335	87%	57	52	59	42	47	33	50	47	54	49	52
136	CHESAPEAKE CITY	4	3020	98%	50	48	51	60	65	56	59	54	52	64	57
		6	3147	97%	55	55	55	61	66	55	52	42	53	60	58
		9	3115	93%	57	56	58	52	60	40	50	49	54	50	54
21	CHESTERFIELD	4	3859	97%	61	56	62	69	72	63	67	62	61	69	65
		6	4236	97%	66	65	66	75	79	67	64	48	62	72	69
		9	4139	94%	67	63	68	63	73	46	60	57	62	57	63
22	CLARKE	4	153	97%	58	54	59	67	69	64	67	62	58	69	63
		6	148	98%	68	65	68	77	81	69	67	50	63	77	71
		9	159	98%	59	57	61	51	65	33	52	51	51	52	55
202	COLONIAL BEACH	4	43	100%	45	43	46	46	49	44	42	42	50	42	47
		6	46	100%	34	37	35	43	47	38	40	34	46	44	41
		9	62	93%	55	54	57	43	52	32	41	41	45	44	47
106	COLONIAL HEIGHTS	4	196	98%	57	53	58	71	76	63	67	61	65	67	64
		6	225	98%	66	66	64	71	74	64	65	51	63	72	69
		9	212	91%	71	68	72	69	75	56	61	58	66	57	67
107	COVINGTON CITY	4	62	100%	40	43	40	32	39	29	52	51	40	59	40
		6	74	100%	62	64	58	42	54	33	56	42	65	58	54
		9	71	99%	63	60	65	54	62	42	58	52	62	55	57
23	CRAIG	4	57	100%	64	58	65	73	76	70	74	67	62	78	69
		6	60	100%	66	64	66	70	78	59	68	56	67	72	67
		9	53	91%	69	62	74	45	60	26	60	56	67	56	57
24	CULPEPER	4	456	98%	53	50	55	64	68	60	63	59	55	65	60
		6	420	98%	61	60	61	68	72	63	54	41	57	61	62
		9	432	97%	57	53	61	51	59	39	49	48	53	48	53
25	CUMBERLAND	4	110	99%	27	29	28	35	40	34	36	38	35	40	33
		6	117	98%	44	47	42	48	52	47	35	31	38	42	46
		9	103	99%	37	38	39	33	41	24	30	37	36	28	34

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
108	DANVILLE CITY	4	568	97%	34	34	37	42	42	47	44	42	43	47	41
		6	622	97%	38	41	37	40	44	39	38	34	44	43	41
		9	627	97%	39	39	41	29	33	25	33	34	38	35	36
26	DICKENSON	4	199	94%	47	47	46	53	56	50	50	52	46	50	50
		6	183	91%	57	59	57	63	64	61	49	38	56	53	59
		9	249	96%	53	50	56	48	58	35	43	44	50	43	49
27	DINWIDDIE	4	344	96%	39	41	38	41	44	40	47	43	42	53	43
		6	330	89%	44	50	42	44	53	38	42	32	46	50	46
		9	318	86%	56	56	57	42	51	31	49	46	51	49	50
28	ESSEX	4	127	92%	36	38	37	50	54	48	47	48	42	50	45
		6	135	94%	50	48	50	51	59	43	53	38	51	64	53
		9	147	90%	57	55	59	43	54	30	49	52	53	46	51
29	FAIRFAX	4	11373	92%	65	58	66	72	76	66	70	63	63	71	68
		6	11500	94%	74	69	74	82	85	75	68	52	66	74	76
		9	11170	91%	73	69	74	74	78	65	65	58	65	62	71
109	FALLS CHURCH	4	125	98%	77	71	77	81	85	72	78	66	67	82	77
		6	136	99%	87	85	86	89	91	83	78	59	73	84	85
		9	145	96%	80	73	81	75	82	59	69	57	71	68	74
30	FAUQUIER	4	764	98%	62	57	63	68	73	61	67	63	59	69	65
		6	750	99%	66	64	66	73	78	65	59	47	58	67	68
		9	783	95%	65	60	68	60	71	43	56	51	60	54	61
31	FLOYD	4	153	96%	59	57	58	74	76	69	64	63	56	64	66
		6	154	98%	61	62	61	67	68	64	51	42	55	57	63
		9	151	92%	60	56	64	57	69	38	53	51	57	49	57
32	FLUVANNA	4	244	98%	55	52	55	66	71	58	61	58	57	63	60
		6	243	98%	61	62	60	69	71	66	56	43	56	65	64
		9	197	94%	69	63	72	57	70	39	62	58	60	61	62
33	FRANKLIN COUNTY	4	515	98%	54	52	54	58	64	52	63	57	55	67	57
		6	547	95%	64	63	64	61	66	56	53	37	53	64	61
		9	618	94%	59	54	64	50	61	34	54	53	55	53	56
135	FRANKLIN CITY	4	122	100%	35	37	37	41	44	39	35	38	36	40	39
		6	111	99%	35	38	35	47	50	45	45	36	48	52	45
		9	82	98%	53	51	55	35	44	27	40	46	50	34	44

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
34	FREDERICK	4	857	98%	59	54	60	68	73	61	64	61	59	64	64
		6	888	98%	64	63	65	73	76	66	59	44	61	66	67
		9	854	94%	67	66	68	60	68	46	54	52	56	52	61
110	FREDERICKSBURG	4	167	95%	46	45	45	52	60	45	56	50	51	61	51
		6	181	98%	44	43	46	45	53	37	43	33	45	52	45
		9	167	95%	55	54	55	49	60	32	43	41	50	42	50
111	GALAX	4	98	92%	55	55	55	66	67	65	62	57	55	65	61
		6	97	100%	63	63	62	59	69	47	57	41	58	66	61
		9	107	91%	63	57	67	47	59	31	54	56	57	50	54
35	GILES	4	164	93%	42	45	41	49	57	43	39	38	35	47	46
		6	204	94%	50	54	49	45	51	39	36	31	39	42	47
		9	180	93%	57	51	62	53	62	36	46	40	49	49	55
36	GLOUCESTER	4	483	98%	54	50	57	60	68	51	59	57	54	59	57
		6	477	97%	61	61	61	67	74	57	54	43	55	63	62
		9	571	98%	54	54	55	41	54	26	42	44	47	42	47
37	GOOCHLAND	4	174	94%	50	49	48	62	63	61	62	55	57	65	59
		6	163	99%	57	56	59	73	76	67	55	41	57	64	65
		9	178	98%	67	62	71	59	68	46	54	49	58	54	61
38	GRAYSON	4	187	99%	45	42	47	43	54	35	52	57	50	50	48
		6	175	99%	43	47	41	43	51	36	37	27	42	47	44
		9	171	99%	56	50	61	41	58	23	46	48	52	45	49
39	GREENE	4	222	95%	55	50	56	62	66	60	59	53	53	63	60
		6	203	94%	59	56	61	63	68	56	56	44	53	64	60
		9	208	91%	51	52	52	43	45	37	35	36	41	36	47
40	GREENSVILLE	4	177	92%	36	36	39	33	39	31	48	44	46	51	38
		6	216	90%	35	41	32	35	38	34	38	33	45	43	39
		9	188	92%	47	46	50	38	46	30	44	45	52	41	44
41	HALIFAX	4	465	91%	45	41	47	50	56	47	55	52	50	58	50
		6	396	85%	54	56	53	57	63	50	53	44	56	58	55
		9	370	81%	57	57	58	55	61	45	50	51	54	47	55
112	HAMPTON CITY	4	1798	96%	42	42	43	52	55	50	50	50	49	50	49
		6	1889	96%	47	50	46	56	60	50	47	39	52	53	53
		9	1757	92%	55	52	57	48	59	33	47	47	52	45	51

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
42	HANOVER	4	1397	98%	63	58	65	69	73	63	67	63	62	68	66
		6	1266	99%	71	68	71	76	81	68	65	48	65	72	71
		9	1390	96%	70	69	69	56	70	36	59	55	62	55	64
113	HARRISONBURG CITY	4	257	87%	64	57	63	67	71	62	60	61	56	58	64
		6	256	90%	69	66	69	77	80	70	57	46	58	64	69
		9	274	84%	63	58	67	62	71	46	51	50	56	47	60
43	HENRICO	4	3090	93%	61	56	61	68	73	61	69	63	61	71	65
		6	3186	94%	67	67	66	71	75	63	63	49	63	69	68
		9	3167	92%	67	67	66	61	69	46	56	51	59	55	63
44	HENRY	4	671	97%	46	45	47	57	62	53	53	53	50	54	53
		6	699	93%	51	54	50	56	60	51	45	37	49	53	53
		9	693	89%	49	47	52	39	50	27	47	48	49	46	45
45	HIGHLAND	4	25	100%	69	65	68	83	82	82	71	68	64	73	74
		6	35	100%	61	62	61	74	80	66	58	53	56	62	67
		9	28	100%	62	54	68	68	70	63	56	60	66	51	62
114	HOPEWELL CITY	4	322	97%	40	40	40	41	48	36	45	46	46	45	43
		6	257	96%	42	44	43	51	55	48	40	34	44	45	46
		9	318	83%	43	47	43	45	53	34	35	37	39	37	44
46	ISLE OF WIGHT	4	416	97%	47	47	47	52	58	47	53	50	51	55	52
		6	395	99%	56	54	56	62	67	55	51	44	57	55	58
		9	466	94%	56	55	58	48	58	35	50	52	53	48	52
49	KING AND QUEEN	4	78	93%	46	47	46	67	69	64	57	46	48	66	57
		6	67	91%	55	49	59	59	63	56	51	38	55	60	57
		9	60	91%	36	42	36	39	51	25	41	41	41	43	39
48	KING GEORGE	4	219	96%	53	50	55	60	68	52	61	54	57	66	57
		6	218	98%	57	56	58	65	71	57	52	41	55	58	60
		9	251	99%	53	50	57	51	61	37	42	44	46	42	51
50	KING WILLIAM	4	225	94%	45	44	46	55	59	53	53	51	47	58	51
		6	124	92%	55	56	55	68	70	65	51	37	57	57	59
		9	111	92%	59	60	59	56	57	52	52	50	57	50	56
51	LANCASTER	4	117	97%	40	42	40	54	54	57	44	44	39	50	48
		6	116	97%	51	50	46	51	56	46	41	39	47	43	53
		9	145	92%	39	38	42	27	36	18	34	37	37	37	34

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
52	LEE	4	276	92%	46	47	47	55	59	51	57	54	50	61	52
		6	298	94%	49	52	49	42	49	37	42	36	44	49	46
		9	291	89%	45	43	49	37	46	27	40	41	47	41	43
137	LEXINGTON CITY	4	57	100%	69	66	66	63	72	54	68	61	64	68	65
		6	52	100%	84	82	83	87	88	84	73	57	69	78	82
		9	0	-	-	-	-	-	-	-	-	-	-	-	-
53	LOUDOUN	4	2651	98%	71	63	71	77	79	74	75	66	68	76	73
		6	2390	98%	71	68	71	78	82	70	64	48	64	71	72
		9	2296	96%	71	65	74	68	75	55	62	56	63	60	67
54	LOUISA	4	324	98%	45	44	45	58	60	56	52	51	48	56	53
		6	320	97%	49	46	52	59	64	53	45	41	52	47	53
		9	356	95%	53	52	54	46	52	38	46	48	49	45	50
55	LUNENBURG	4	130	90%	33	36	33	36	47	28	35	39	38	33	37
		6	128	92%	48	50	46	47	56	39	50	45	57	50	49
		9	169	94%	41	41	42	29	41	18	38	41	44	38	37
115	LYNCHBURG	4	648	94%	47	45	48	54	57	53	55	51	49	58	52
		6	647	91%	54	54	52	59	62	55	52	42	54	59	58
		9	692	92%	57	55	58	49	57	37	49	47	52	48	53
56	MADISON	4	129	91%	45	48	43	49	56	44	50	51	46	51	49
		6	135	99%	55	55	56	68	71	62	52	40	53	60	59
		9	180	98%	55	50	60	66	64	66	41	42	47	41	57
143	MANASSAS	4	472	97%	59	54	61	63	67	60	64	57	58	67	62
		6	470	96%	60	60	60	70	74	63	58	44	59	66	64
		9	486	100%	65	62	65	66	74	51	52	46	52	56	63
144	MANASSAS PARK	4	156	97%	50	44	55	54	60	48	55	54	53	55	52
		6	190	99%	54	56	53	64	69	57	51	43	55	55	58
		9	136	95%	54	55	55	58	69	43	46	48	47	46	55
116	MARTINSVILLE	4	205	100%	47	46	48	53	57	50	57	53	51	58	52
		6	214	90%	52	50	54	55	62	47	53	39	54	60	54
		9	210	88%	58	52	62	50	60	36	49	50	52	46	52
57	MATHEWS	4	108	97%	61	56	62	66	67	62	62	62	54	63	63
		6	87	94%	70	70	68	72	74	67	65	49	66	71	69
		9	101	91%	67	62	71	50	56	43	54	49	57	52	58

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA			4 88021	96%	53	50	53	60	64	55	60	56	54	62	57
			6 87358	96%	59	58	59	65	70	58	55	43	56	62	61
			9 88568	92%	60	58	62	55	63	42	51	50	54	50	57
58	MECKLENBURG	4	373	94%	40	40	41	52	57	48	56	50	48	62	50
		6	415	95%	43	45	43	41	49	35	42	34	45	50	43
		9	408	93%	49	47	52	34	41	27	42	41	45	44	43
59	MIDDLESEX	4	118	98%	47	49	47	53	59	49	52	56	46	54	51
		6	109	90%	61	59	62	63	71	54	58	47	61	63	61
		9	112	91%	56	56	57	52	60	41	48	49	55	47	57
60	MONTGOMERY	4	678	97%	56	53	57	58	63	52	61	57	56	62	58
		6	695	98%	60	59	59	64	71	54	53	41	52	62	61
		9	787	95%	59	54	64	54	66	36	51	50	53	51	56
62	NELSON	4	157	99%	53	51	53	59	59	59	47	52	44	47	54
		6	161	99%	66	63	67	64	70	56	54	44	53	64	62
		9	194	96%	58	54	63	53	61	41	52	54	56	47	55
63	NEW KENT	4	178	95%	56	55	55	67	70	64	61	57	59	60	61
		6	173	98%	60	61	59	73	78	65	55	44	59	63	65
		9	200	91%	63	56	69	53	63	39	49	48	52	48	56
117	NEWPORT NEWS	4	2600	96%	39	40	40	46	51	44	47	48	46	48	46
		6	2446	96%	45	46	44	53	59	48	41	35	48	46	50
		9	2456	95%	51	50	53	44	52	34	41	43	48	39	48
118	NORFOLK CITY	4	3064	98%	39	40	40	49	52	48	50	50	49	52	47
		6	2764	96%	39	42	37	47	50	44	38	33	47	42	44
		9	2854	81%	43	43	44	32	38	25	36	41	42	35	38
65	NORTHAMPTON	4	163	99%	34	37	33	46	51	43	44	46	44	44	43
		6	185	99%	38	45	33	50	53	48	40	33	43	46	46
		9	203	99%	43	40	46	34	34	33	33	34	42	34	38
66	NORTHUMBERLAND	4	119	94%	44	42	46	57	56	59	51	50	48	53	51
		6	106	95%	53	52	54	64	68	59	49	39	49	58	57
		9	129	91%	51	50	53	44	54	32	44	44	47	43	47
119	NORTON CITY	4	54	100%	57	51	57	52	55	50	59	53	51	63	57
		6	46	96%	62	58	63	70	67	74	61	38	60	74	66
		9	50	96%	45	41	51	65	58	69	42	34	45	48	54
67	NOTTOWAY	4	203	99%	49	47	51	52	59	46	57	55	53	60	52
		6	200	96%	43	44	43	52	63	41	48	42	47	55	50
		9	200	90%	50	46	54	45	54	34	49	45	54	49	50

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
68	ORANGE	4	292	95%	49	47	50	56	59	54	53	52	53	53	54
		6	276	97%	55	54	55	57	62	52	45	38	53	50	55
		9	313	94%	57	52	60	43	50	34	44	41	50	44	50
69	PAGE	4	264	99%	52	48	53	57	60	56	57	56	49	60	55
		6	258	98%	59	58	59	64	66	61	55	40	56	65	61
		9	277	92%	49	46	52	46	60	29	39	45	40	40	46
70	PATRICK	4	221	97%	53	51	54	61	65	58	58	54	52	64	57
		6	151	93%	64	66	61	69	73	64	55	43	56	65	65
		9	191	92%	73	70	73	60	70	46	60	55	59	58	65
120	PETERSBURG	4	457	95%	21	22	23	25	29	26	34	35	33	37	27
		6	492	88%	28	32	27	29	33	28	32	30	41	35	32
		9	439	90%	41	39	44	29	35	23	36	38	40	36	36
71	PITTSYLVANIA	4	671	98%	47	44	48	52	59	47	58	59	54	58	52
		6	709	97%	53	56	52	57	63	49	52	41	57	59	56
		9	818	96%	50	50	53	44	52	33	43	43	48	42	47
142	POQUOSON	4	183	98%	74	66	75	78	79	75	78	65	73	79	75
		6	204	98%	78	74	78	83	87	75	70	49	70	79	77
		9	211	100%	77	72	79	74	81	60	69	61	70	64	73
121	PORTSMOUTH	4	1342	97%	36	39	36	38	43	37	46	44	42	51	41
		6	1333	96%	42	45	41	41	47	38	41	35	46	47	44
		9	1418	91%	43	45	45	36	43	29	37	41	42	37	41
72	POWHATAN	4	267	97%	54	54	54	70	75	63	65	60	60	65	63
		6	280	98%	62	59	65	75	81	66	56	44	56	64	66
		9	240	93%	68	64	71	64	75	47	55	50	57	55	63
73	PRINCE EDWARD	4	190	94%	37	38	38	43	47	41	40	39	42	45	41
		6	199	91%	52	51	52	59	65	53	52	39	53	59	56
		9	210	87%	50	52	50	41	48	32	36	39	41	35	44
74	PRINCE GEORGE	4	493	96%	52	48	53	58	60	57	59	57	56	60	57
		6	471	93%	59	58	59	63	68	57	52	44	55	57	59
		9	414	99%	63	62	64	50	57	40	52	52	54	50	57
75	PRINCE WILLIAM	4	4314	97%	56	52	58	60	65	55	61	57	55	65	59
		6	4211	97%	60	57	61	65	70	58	57	44	56	65	62
		9	4357	92%	60	59	61	53	61	41	49	48	52	48	55

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
77	PULASKI	4	404	98%	50	49	50	58	63	53	52	50	51	54	54
		6	368	95%	56	56	57	59	66	52	50	35	55	59	56
		9	350	86%	59	56	63	55	64	42	50	52	55	47	57
122	RADFORD	4	265	100%	60	59	58	63	69	56	69	62	64	73	64
		6	131	99%	71	69	69	75	80	66	69	53	65	76	72
		9	143	97%	62	59	64	62	74	43	54	52	51	56	60
78	RAPPAHANNOCK	4	76	95%	50	51	49	55	59	52	63	56	56	67	56
		6	76	92%	74	75	70	68	74	59	56	46	55	60	68
		9	97	99%	65	63	65	51	61	37	49	52	57	44	55
79	RICHMOND COUNTY	4	104	98%	46	48	44	54	58	52	52	54	48	53	51
		6	106	99%	64	63	64	64	71	55	55	46	55	61	63
		9	112	90%	61	60	63	61	74	41	54	51	56	52	59
123	RICHMOND CITY	4	2004	89%	30	30	32	39	43	38	42	41	39	47	37
		6	1824	86%	33	38	32	35	41	33	35	33	43	38	38
		9	1630	85%	36	39	37	30	34	28	34	38	39	34	36
80	ROANOKE COUNTY	4	1084	98%	63	57	64	66	72	60	69	64	63	70	66
		6	1145	98%	70	66	71	73	78	63	61	50	61	67	69
		9	1041	98%	72	67	74	71	79	56	63	57	65	59	69
124	ROANOKE CITY	4	1095	94%	41	41	42	45	51	41	48	49	45	49	45
		6	974	92%	45	47	45	41	49	36	41	33	44	50	45
		9	903	81%	52	49	54	41	54	27	45	47	46	45	47
81	ROCKBRIDGE	4	224	96%	52	50	53	58	68	48	59	55	55	60	57
		6	232	98%	59	60	58	63	67	57	55	40	59	64	61
		9	309	98%	64	60	65	57	62	47	57	52	60	55	61
82	ROCKINGHAM	4	809	97%	53	48	56	65	70	59	63	57	58	66	60
		6	806	95%	64	63	63	71	76	63	59	45	61	66	66
		9	818	94%	58	54	61	57	67	41	51	49	55	50	56
83	RUSSELL	4	307	98%	52	47	55	57	59	55	60	53	55	66	56
		6	301	95%	61	62	59	65	66	63	55	48	56	59	62
		9	283	96%	65	63	66	56	62	45	51	44	58	51	59
139	SALEM	4	307	99%	64	61	63	68	76	59	74	66	65	77	68
		6	317	98%	72	72	70	73	79	63	65	54	64	70	71
		9	328	96%	65	65	65	70	69	67	57	53	56	57	65

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
84	SCOTT	4	280	96%	44	43	44	58	63	54	54	49	50	59	53
		6	253	97%	53	53	55	64	66	61	51	39	54	60	59
		9	284	89%	63	58	67	54	71	31	54	51	59	51	57
85	SHENANDOAH	4	451	100%	45	46	45	52	60	45	49	50	48	49	50
		6	392	95%	50	50	50	56	63	48	44	39	45	53	53
		9	454	94%	60	58	63	51	64	33	48	47	50	49	54
86	SMYTH	4	430	95%	49	46	50	59	64	54	52	51	50	54	54
		6	377	96%	59	61	58	63	69	55	54	42	55	62	60
		9	367	96%	57	54	60	54	63	41	45	44	49	46	53
87	SOUTHAMPTON	4	201	91%	32	34	32	28	32	28	37	38	37	40	33
		6	226	95%	40	43	40	34	39	32	42	37	46	47	39
		9	289	96%	42	40	46	30	37	22	39	41	42	40	37
88	SPOTSYLVANIA	4	1488	98%	55	53	56	59	65	54	63	59	58	64	59
		6	1435	96%	58	57	58	64	70	56	56	44	57	64	61
		9	1617	95%	59	58	60	48	60	32	50	49	54	50	54
89	STAFFORD	4	1602	98%	59	55	59	66	70	61	65	60	61	67	63
		6	1670	99%	65	63	66	68	73	61	59	46	60	66	65
		9	1761	97%	66	63	68	58	65	46	59	56	62	56	61
126	STAUNTON	4	227	99%	48	45	49	56	63	47	52	50	50	55	53
		6	212	98%	51	49	51	54	60	46	41	32	43	49	51
		9	249	94%	53	50	55	50	59	35	40	38	42	43	49
127	SUFFOLK	4	964	96%	44	44	43	50	53	48	54	52	48	56	50
		6	909	95%	48	48	49	59	62	54	48	43	50	52	53
		9	938	85%	44	44	48	36	44	26	38	43	42	38	41
90	SURRY	4	78	91%	52	48	54	55	63	47	65	58	60	65	56
		6	103	99%	54	52	56	60	63	56	58	47	54	66	57
		9	99	96%	44	46	44	35	44	25	46	46	52	44	41
91	SUSSEX	4	121	96%	27	27	30	30	35	28	39	38	40	44	31
		6	146	99%	31	35	31	42	49	38	39	32	45	45	39
		9	98	92%	40	41	43	38	49	25	41	43	44	41	40
92	TAZEWELL	4	478	96%	54	51	56	64	66	62	62	55	53	69	60
		6	556	99%	61	62	61	63	69	56	56	43	58	62	61
		9	597	92%	56	52	60	53	60	41	50	49	54	49	55

Virginia State Assessment Program, 2000 Detail Report-- TABLE B: Stanford 9, Fall 2000 Division Results - National Percentile R

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					53	50	53	60	64	55	60	56	54	62	57
					59	58	59	65	70	58	55	43	56	62	61
					60	58	62	55	63	42	51	50	54	50	57
219	VIRGINIA SCHOOL for DEAF and BLIND, HAMPTON	4	0	-	-	-	-	-	-	-	-	-	-	-	-
		6	0	-	-	-	-	-	-	-	-	-	-	-	-
		9	0	-	-	-	-	-	-	-	-	-	-	-	-
218	VIRGINIA SCHOOL for DEAF and BLIND, STAUNTON	4	4	100%	*	*	*	*	*	*	*	*	*	*	*
		6	5	100%	*	*	*	*	*	*	*	*	*	*	*
		9	5	100%	*	*	*	*	*	*	*	*	*	*	*
128	VIRGINIA BEACH	4	6040	97%	47	47	47	56	61	52	58	52	53	62	54
		6	6138	97%	57	57	57	65	71	57	53	41	54	62	60
		9	6469	96%	60	59	61	57	64	44	50	50	54	48	57
93	WARREN	4	399	98%	44	44	45	55	57	54	52	51	46	57	51
		6	371	95%	46	47	47	54	57	52	37	31	36	47	48
		9	347	95%	56	52	60	49	59	36	47	47	53	45	52
94	WASHINGTON	4	548	98%	55	50	57	65	69	59	60	56	57	63	59
		6	558	97%	59	59	59	66	71	59	50	40	52	57	60
		9	571	97%	59	56	61	57	63	46	48	45	54	47	56
130	WAYNESBORO	4	250	99%	45	43	47	54	60	48	49	55	47	47	51
		6	235	100%	57	55	56	58	66	49	49	42	51	55	58
		9	224	94%	57	55	58	55	69	35	49	46	53	49	55
207	WEST POINT	4	50	96%	62	53	67	75	78	70	74	63	62	83	69
		6	59	100%	78	73	75	81	84	74	69	54	69	71	77
		9	73	99%	71	66	74	74	79	63	69	64	65	67	71
95	WESTMORELAND	4	170	99%	43	40	45	42	50	37	51	46	47	55	45
		6	148	97%	49	54	46	52	57	47	44	34	49	51	50
		9	171	96%	52	50	54	44	54	32	37	39	41	37	47
131	WILLIAMSBURG	4	628	98%	61	55	62	65	71	58	65	61	61	64	63
		6	621	98%	65	62	65	71	76	62	60	48	60	65	66
		9	693	95%	62	60	63	54	65	38	53	50	57	50	57
132	WINCHESTER	4	289	97%	52	50	53	69	73	65	59	55	54	60	61
		6	227	93%	63	61	63	77	80	70	61	45	60	69	68
		9	234	93%	68	61	72	67	78	47	64	59	65	61	66
96	WISE	4	505	99%	52	50	53	66	67	64	61	58	54	63	61
		6	528	97%	59	60	58	64	68	58	56	43	59	64	61
		9	547	95%	50	50	52	46	55	34	38	36	44	41	47

* To maintain confidentiality of individual students' results, summary data are not presented for any subgroup in which 10 or fewer students were identified.

Virginia State Assessment Program, 2000 Detail Report-- TABLE B: Stanford 9, Fall 2000 Division Results - National Percentile R

No.	Division	Grade	Number Tested	% Tested	TOTAL READING			TOTAL MATHEMATICS			LANGUAGE				PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	88021	96%	53	50	53	60	64	55	60	56	54	62	57
		6	87358	96%	59	58	59	65	70	58	55	43	56	62	61
		9	88568	92%	60	58	62	55	63	42	51	50	54	50	57
97	WYTHE	4	336	98%	41	40	42	42	49	38	44	49	43	43	44
		6	341	97%	49	51	47	44	54	35	43	35	49	49	47
		9	333	96%	53	51	56	42	52	31	45	45	47	46	47
98	YORK	4	876	99%	67	59	69	72	76	66	71	64	64	72	70
		6	949	98%	68	65	68	78	82	70	61	47	61	68	71
		9	1021	96%	68	65	70	65	72	53	59	53	61	57	64

STATEWIDE PERFORMANCE

The following pages display statewide results as described below.

Table C (pages 59-61)

Table C displays consolidations of the statewide gender, ethnicity, and LEP tables presented in the preceding sections of this report. The average national percentile rank and mean scaled score are displayed by grade in each test area by gender and ethnicity and for LEP students.

Table D (pages 62-64)

Table D consolidates the statewide disability tables presented in the preceding sections of this report. The national percentile rank and mean scaled score are displayed by grade in each test area for students in each disability category.

Table E (pages 65-67)

For each grade and for each test area, Table E compares Spring 1997 and Fall 1998 through Fall 2000 mean scaled scores by gender and ethnicity and for students with limited proficiency in English.

Table F (pages 68-73)

For each grade and for each test area, Table F compares Spring 1997 and Fall 1998 through 2000 mean scaled scores of students in each disability category.

		Gender						Ethnicity												Limited English Proficiency (LEP)	
		Female		Male		Gender Not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified			
Number Tested *		41,471		41,183		10		264		2,876		22,791		3,004		51,690		2,039		798	
Percentage of the Total **		47.1		46.8		<1		<1		3.3		25.9		3.4		58.7		2.3		<1	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		50	629.4	49	627.5	***	***	49	628.3	53	632.4	35	609.0	38	613.1	57	637.5	50	628.5	24	593.7
Reading Comprehension		57	639.2	50	631.3	***	***	48	628.7	64	648.2	34	611.4	45	625.6	62	645.7	53	635.1	30	607.4
TOTAL READING		55	635.0	50	629.6	***	***	49	628.3	61	641.5	33	610.4	42	620.4	61	642.0	53	632.4	27	602.4
Mathematics: Problem Solving		64	632.1	65	633.3	***	***	60	628.0	78	650.3	44	610.5	57	624.2	72	642.1	63	631.8	48	614.6
Mathematics: Procedures		56	597.3	55	596.4	***	***	52	592.5	77	626.2	41	579.0	50	590.9	61	603.5	56	597.6	50	590.8
TOTAL MATHEMATICS		59	615.9	60	616.3	***	***	56	611.7	78	639.0	41	596.0	53	608.6	67	624.1	59	616.0	47	603.1
Prewriting		57	608.2	54	603.3	***	***	50	598.6	63	616.0	44	590.1	50	597.8	61	612.7	54	603.3	39	582.3
Composing		58	614.5	51	606.1	***	***	47	600.7	64	623.3	42	593.7	51	605.3	60	617.2	54	609.5	39	590.7
Editing		65	608.5	59	599.9	***	***	57	598.3	78	626.7	48	587.0	56	597.2	67	611.0	62	604.1	49	588.1
LANGUAGE		63	610.2	56	602.0	***	***	53	598.3	74	623.8	44	588.6	54	598.9	66	613.4	59	605.3	43	586.4
PARTIAL (Basic) BATTERY		59	N/A	56	N/A	***	N/A	53	N/A	70	N/A	40	N/A	50	N/A	64	N/A	57	N/A	40	N/A

NOTES:

* A total of 88,021 students were tested in grade 4 in Fall 2000 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,021 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

	Gender						Ethnicity												Limited English Proficiency (LEP)						
	Female		Male		Gender Not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified								
	Number Tested *						41,488		41,236		4		437		2,987		22,430		3,135		52,087		1,652		455
Percentage of the Total **						47.5		47.2		<1		<1		3.4		25.7		3.6		59.6		1.9		<1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	
Reading Vocabulary	61	676.7	56	671.1	***	***	51	665.8	64	681.0	40	654.0	50	665.1	65	682.3	62	678.6	34	646.9					
Reading Comprehension	62	670.7	55	663.3	***	***	47	655.2	71	680.5	37	643.4	51	659.3	67	676.8	62	671.0	32	638.5					
TOTAL READING	62	672.7	56	666.1	***	***	48	658.8	69	680.1	37	647.8	51	661.1	67	678.3	63	673.7	32	642.1					
Mathematics: Problem Solving	70	668.6	70	669.1	***	***	57	655.0	85	690.8	47	644.5	64	662.0	78	678.4	74	674.8	51	649.2					
Mathematics: Procedures	60	668.5	56	663.8	***	***	44	650.1	79	694.4	39	643.9	53	660.2	65	674.5	62	670.4	47	653.0					
TOTAL MATHEMATICS	66	667.4	64	665.8	***	***	51	651.9	84	691.8	42	643.4	59	660.0	73	675.5	70	671.9	49	649.9					
Prewriting	46	625.5	40	618.9	***	***	34	611.1	54	634.9	33	610.3	41	619.5	47	626.9	44	623.6	32	608.2					
Composing	60	642.1	52	632.7	***	***	48	629.0	64	646.4	44	624.1	49	630.0	61	643.1	57	639.0	39	618.4					
Editing	67	644.2	55	630.9	***	***	50	625.1	75	653.2	44	619.1	55	630.7	68	645.0	64	640.2	38	612.2					
LANGUAGE	60	638.1	49	627.3	***	***	43	620.9	68	646.8	39	616.7	48	626.0	61	639.2	57	635.2	34	611.8					
PARTIAL (Basic) BATTERY	64	N/A	59	N/A	***	N/A	50	N/A	75	N/A	42	N/A	55	N/A	68	N/A	65	N/A	42	N/A					

NOTES:

* A total of 87,358 students were tested in grade 6 in Fall 2000 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 87,358 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Number Tested * Percentage of the Total **		Gender						Ethnicity												Limited English Proficiency (LEP)	
		Female		Male		Gender Not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified			
		41,936		42,785		8		466		3,346		21,369		3,303		53,736		2,537		359	
		47.3		48.3		<1		<1		3.8		24.1		3.7		60.7		2.9		<1	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		59	711.8	57	709.3	***	***	49	700.1	64	718.5	41	690.9	48	699.2	65	718.7	55	707.1	23	669.2
Reading Comprehension		67	708.2	56	696.6	***	***	51	691.0	68	709.1	40	680.1	49	689.0	70	711.9	58	698.1	21	656.1
TOTAL READING		64	708.0	56	700.2	***	***	49	693.8	67	711.3	39	683.5	48	691.9	69	712.8	56	700.4	20	662.0
Mathematics: Problem Solving		62	690.1	63	692.1	***	***	50	678.5	79	710.2	39	667.5	50	677.8	71	700.5	58	686.5	31	659.8
Mathematics: Procedures		42	691.9	42	692.6	***	***	30	676.8	68	723.1	24	669.5	34	681.8	49	700.3	38	686.8	27	673.1
TOTAL MATHEMATICS		54	690.6	55	692.1	***	***	41	678.0	76	714.8	32	669.0	43	679.6	63	699.7	50	687.2	29	665.7
Prewriting		54	663.1	46	653.1	***	***	40	646.1	56	666.5	38	643.7	41	647.4	54	664.2	44	651.8	20	616.9
Composing		59	665.9	50	654.5	***	***	43	646.0	62	670.2	38	639.2	44	646.7	61	669.0	49	653.8	23	617.9
Editing		55	663.3	45	653.0	***	***	38	645.8	60	668.9	34	640.5	37	644.2	57	665.6	44	652.4	17	619.3
LANGUAGE		57	664.0	46	652.8	***	***	37	644.6	62	669.5	33	639.6	38	644.6	59	666.4	45	651.8	15	616.9
PARTIAL (Basic) BATTERY		59	N/A	54	N/A	***	N/A	45	N/A	69	N/A	36	N/A	45	N/A	64	N/A	53	N/A	26	N/A

NOTES:

* A total of 88,568 students were tested in grade 9 in Fall 2000 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,568 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)		HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)	
Number Tested	4,818		51		1		20		44		23		39		2,054		259	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	31	604.2	4	541.7	*	*	8	559.5	34	608.1	44	622.2	21	590.1	22	589.9	28	598.9
Reading Comprehension	31	608.1	5	553.0	*	*	10	568.7	36	616.3	32	608.3	27	602.4	21	593.3	24	597.8
TOTAL READING	30	607.2	3	549.6	*	*	9	569.9	34	611.9	36	613.9	24	598.6	20	592.8	24	598.7
Mathematics: Prob. Solving	48	614.8	7	553.5	*	*	20	580.3	46	613.0	53	620.4	30	595.3	37	602.5	30	595.0
Mathematics: Procedures	40	578.5	5	507.7	*	*	33	572.0	48	587.6	51	592.0	33	568.6	31	566.5	26	560.5
TOTAL MATHEMATICS	43	598.3	5	535.6	*	*	24	575.3	45	601.4	50	605.7	29	582.9	32	586.3	27	580.0
Prewriting	41	586.4	11	534.8	*	*	16	545.1	43	588.6	45	591.5	31	570.2	33	574.2	29	567.9
Composing	40	591.4	12	546.1	*	*	16	555.7	46	599.2	38	588.7	34	582.6	30	577.7	32	579.9
Editing	46	585.2	18	546.7	*	*	32	567.8	56	596.4	41	578.3	47	585.7	35	570.8	35	571.2
LANGUAGE	42	585.9	11	541.6	*	*	20	559.0	48	593.4	40	582.9	37	580.6	30	571.7	29	570.4
PARTIAL (Basic) BATTERY	43	N/A	6	N/A	*	N/A	22	N/A	49	N/A	48	N/A	34	N/A	31	N/A	31	N/A

Description	SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)		DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicapped under Section 504 of the Rehabilitation Act of 1973)		DD (Developmentally Delayed)	
Number Tested	1,073		480		2		1		41		10		647		74	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	44	620.8	30	603.0	*	*	*	*	45	621.8	*	*	51	630.7	18	584.0
Reading Comprehension	47	628.3	28	603.3	*	*	*	*	55	636.8	*	*	54	635.9	18	588.8
TOTAL READING	46	625.3	28	603.8	*	*	*	*	50	629.8	*	*	54	633.7	16	587.5
Mathematics: Prob. Solving	59	627.1	39	605.2	*	*	*	*	61	631.0	*	*	68	636.8	26	590.4
Mathematics: Procedures	52	592.9	33	569.8	*	*	*	*	46	585.4	*	*	53	594.4	20	549.8
TOTAL MATHEMATICS	55	611.2	34	589.3	*	*	*	*	54	611.1	*	*	61	617.2	21	572.8
Prewriting	50	598.2	39	583.9	*	*	*	*	51	599.6	*	*	55	604.7	27	565.5
Composing	49	603.2	36	585.8	*	*	*	*	55	610.2	*	*	54	609.5	29	575.5
Editing	58	598.7	42	580.3	*	*	*	*	67	611.0	*	*	60	601.7	31	566.6
LANGUAGE	54	599.5	38	581.1	*	*	*	*	60	606.9	*	*	58	604.2	26	566.4
PARTIAL (Basic) BATTERY	52	N/A	37	N/A	*	N/A	*	N/A	55	N/A	*	N/A	59	N/A	26	N/A

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)		HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)	
Number Tested	5,956		59		1		21		23		18		46		3,455		514	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	32	644.7	6	596.8	*	*	22	630.0	66	683.8	41	656.2	21	630.4	26	637.3	30	640.9
Reading Comprehension	29	634.6	6	592.1	*	*	24	628.8	47	654.7	30	635.7	20	622.0	24	628.2	21	624.5
TOTAL READING	29	639.1	5	594.1	*	*	19	625.1	56	667.0	32	641.8	20	627.6	24	632.4	23	632.2
Mathematics: Prob. Solving	43	641.3	6	584.3	*	*	37	635.2	69	665.8	38	636.6	41	639.2	37	634.8	29	625.9
Mathematics: Procedures	31	633.6	6	587.1	*	*	32	635.4	43	647.2	25	626.3	32	635.6	26	627.4	19	616.1
TOTAL MATHEMATICS	36	637.6	5	587.7	*	*	35	635.9	56	657.0	30	631.3	36	637.1	30	631.2	22	622.5
Prewriting	26	599.7	10	569.9	*	*	25	598.6	44	623.6	27	600.6	23	595.6	22	594.5	19	588.4
Composing	33	611.3	9	570.8	*	*	23	597.4	42	621.6	23	597.4	32	610.0	29	605.6	25	600.9
Editing	30	603.3	8	566.4	*	*	29	600.8	61	637.1	31	604.5	34	607.0	23	594.4	23	593.8
LANGUAGE	26	603.1	5	567.9	*	*	23	598.2	49	627.0	25	601.5	25	601.2	20	596.1	18	592.1
PARTIAL (Basic) BATTERY	35	N/A	6	N/A	*	N/A	33	N/A	63	N/A	30	N/A	33	N/A	29	N/A	25	N/A

Description	SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)		DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973)		DD (Developmentally Delayed)	
Number Tested	419		645		6		0		24		12		712		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	50	664.6	33	645.5	*	*	*	*	47	662.7	32	645.3	57	672.7	*	*
Reading Comprehension	51	659.0	26	631.8	*	*	*	*	40	646.6	25	629.4	56	664.4	*	*
TOTAL READING	51	661.3	28	637.6	*	*	*	*	46	656.8	26	635.1	57	667.1	*	*
Mathematics: Prob. Solving	65	663.9	36	634.5	*	*	*	*	45	644.2	*	*	72	671.7	*	*
Mathematics: Procedures	54	661.7	22	622.0	*	*	*	*	39	644.3	*	*	56	663.3	*	*
TOTAL MATHEMATICS	61	662.0	28	628.8	*	*	*	*	43	645.3	*	*	65	666.8	*	*
Prewriting	39	616.9	25	599.1	*	*	*	*	31	606.3	*	*	40	618.6	*	*
Composing	51	632.4	29	606.4	*	*	*	*	40	619.4	*	*	53	634.1	*	*
Editing	54	629.6	27	599.2	*	*	*	*	43	617.2	*	*	57	632.4	*	*
LANGUAGE	48	626.2	23	599.7	*	*	*	*	36	613.8	*	*	50	627.9	*	*
PARTIAL (Basic) BATTERY	56	N/A	30	N/A	*	N/A	*	N/A	45	N/A	*	N/A	60	N/A	*	N/A

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)		HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)	
Number Tested	6,300		141		2		35		23		31		44		4,271		653	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	28	676.4	6	633.8	*	*	24	670.7	50	702.8	57	711.1	25	672.5	26	672.8	30	678.2
Reading Comprehension	27	665.2	8	629.8	*	*	22	658.8	58	699.3	51	691.6	33	671.8	25	662.7	26	663.3
TOTAL READING	26	669.3	6	633.1	*	*	21	662.7	55	701.3	54	697.1	29	673.3	24	666.5	25	668.8
Mathematics: Prob. Solving	32	660.5	11	631.5	*	*	24	652.5	41	670.0	44	672.0	41	669.0	30	659.0	28	656.7
Mathematics: Procedures	20	663.1	8	637.4	*	*	18	659.4	22	667.6	36	685.7	33	682.4	19	661.5	17	658.6
TOTAL MATHEMATICS	26	662.6	9	637.2	*	*	22	657.6	32	669.4	41	677.6	37	674.7	24	661.0	22	658.7
Prewriting	25	625.8	8	589.8	*	*	24	623.6	52	661.5	43	649.3	29	631.1	24	624.4	22	620.1
Composing	25	620.3	10	589.7	*	*	18	608.7	50	654.8	46	649.9	30	628.6	23	617.0	22	616.4
Editing	21	625.5	11	608.9	*	*	21	623.1	33	640.4	42	649.3	29	635.5	19	622.4	20	624.2
LANGUAGE	19	622.6	6	594.5	*	*	16	620.1	42	648.5	41	648.1	25	631.0	17	619.9	17	619.9
PARTIAL (Basic) BATTERY	27	N/A	9	N/A	*	N/A	23	N/A	42	N/A	47	N/A	33	N/A	25	N/A	25	N/A

Description	SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)		DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973)		DD (Developmentally Delayed)	
Number Tested	112		603		1		1		13		11		390		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	36	686.1	35	684.4	*	*	*	*	41	692.9	14	656.2	54	706.0	*	*
Reading Comprehension	43	683.1	30	668.4	*	*	*	*	23	660.0	18	652.0	52	692.4	*	*
TOTAL READING	39	683.9	30	673.9	*	*	*	*	30	672.2	14	653.3	52	696.3	*	*
Mathematics: Prob. Solving	48	677.4	32	660.8	*	*	*	*	24	652.3	*	*	53	681.6	*	*
Mathematics: Procedures	30	677.2	19	662.1	*	*	*	*	20	661.8	*	*	35	684.1	*	*
TOTAL MATHEMATICS	40	676.8	25	662.1	*	*	*	*	22	657.3	*	*	46	682.9	*	*
Prewriting	39	644.6	24	624.1	*	*	*	*	14	603.5	*	*	43	649.3	*	*
Composing	35	634.8	28	624.9	*	*	*	*	34	634.2	*	*	46	649.0	*	*
Editing	35	642.7	23	628.2	*	*	*	*	29	635.0	*	*	41	648.5	*	*
LANGUAGE	33	639.8	20	624.3	*	*	*	*	19	615.9	*	*	41	647.7	*	*
PARTIAL (Basic) BATTERY	42	N/A	29	N/A	*	N/A	*	N/A	27	N/A	*	N/A	48	N/A	*	N/A

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Table E

Virginia State Assessment Program

Comparison of Spring 1997 through Fall 2000 Stanford 9 Mean Scaled Scores
by Gender, Limited English Proficiency, and Ethnicity -- Grade 4

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

		Gender												Limited English Proficiency (LEP)					
		Female				Male				Gender not Identified									
		Number Tested *		41,471				41,183				10				798			
		Percentage of the Total **		47.1				46.8				<1				<1			
	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000			
Reading Vocabulary		622.1	627.3	628.8	629.4	618.3	624.2	625.8	627.5	***	620.1	***	***	584.9	585.4	589.8	593.7		
Reading Comprehension		628.9	636.0	638.9	639.2	620.3	627.4	629.8	631.3	***	624.1	***	***	596.7	601.7	607.1	607.4		
TOTAL READING		626.2	632.4	634.6	635.0	619.7	626.1	627.9	629.6	***	622.7	***	***	592.4	595.9	600.1	602.4		
Mathematics: Problem Solving		615.0	623.6	628.5	632.1	616.4	624.8	629.3	633.3	***	612.2	***	***	595.6	599.8	610.7	614.6		
Mathematics: Procedures		592.2	592.0	595.8	597.3	591.9	590.7	594.2	596.4	***	576.0	***	***	582.1	579.4	588.7	590.8		
TOTAL MATHEMATICS		604.0	608.8	613.2	615.9	604.8	609.1	613.1	616.3	***	595.6	***	***	588.6	589.9	599.8	603.1		
Prewriting		596.0	603.1	607.5	608.2	590.9	598.2	602.1	603.3	***	596.6	***	***	567.0	572.8	582.1	582.3		
Composing		601.7	609.5	612.5	614.5	592.7	600.2	603.8	606.1	***	602.0	***	***	579.2	581.6	589.2	590.7		
Editing		597.4	602.6	605.8	608.5	587.1	592.8	595.7	599.9	***	584.3	***	***	582.3	577.9	586.1	588.1		
LANGUAGE		597.5	604.4	608.2	610.2	588.4	595.4	599.0	602.0	***	593.2	***	***	575.2	576.4	585.0	586.4		

		Ethnicity																									
		American Indian / Alaskan Native				Asian/Pacific Islander				Black				Hispanic				White				Ethnicity not Identified					
		Number Tested *		264				2,876				22,791				3,004				51,690				2,039			
		Percentage of the Total **		<1				3.3				25.9				3.4				58.7				2.3			
	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000			
Reading Vocabulary		624.6	631.8	625.2	628.3	623.2	627.8	632.0	632.4	598.4	605.2	607.4	609.0	605.6	610.5	611.0	613.1	629.5	635.0	636.1	637.5	618.4	626.1	630.4	628.5		
Reading Comprehension		631.9	636.8	631.3	628.7	636.1	644.0	647.2	648.2	601.0	607.2	610.1	611.4	616.3	621.9	623.6	625.6	634.0	642.0	644.6	645.7	626.1	632.4	636.3	635.1		
TOTAL READING		629.0	634.8	628.4	628.3	630.6	637.2	640.7	641.5	600.2	606.5	609.0	610.4	612.6	617.3	618.5	620.4	632.1	639.0	640.8	642.0	623.3	629.7	633.6	632.4		
Mathematics: Problem Solving		622.7	630.5	631.4	628.0	633.4	641.7	647.7	650.3	592.3	601.1	606.3	610.5	607.3	614.4	619.6	624.2	624.8	633.6	638.0	642.1	613.8	623.6	630.5	631.8		
Mathematics: Procedures		599.4	594.8	592.0	592.5	615.9	619.4	625.3	626.2	572.9	574.8	577.1	579.0	585.6	585.0	590.6	590.9	599.0	597.3	601.4	603.5	591.3	589.6	594.4	597.6		
TOTAL MATHEMATICS		611.4	614.2	613.4	611.7	624.5	630.7	636.8	639.0	583.1	588.9	592.8	596.0	596.8	600.6	605.9	608.6	612.5	616.8	621.0	624.1	602.9	608.0	613.7	616.0		
Prewriting		600.2	604.4	604.0	598.6	604.3	611.5	615.9	616.0	575.8	583.1	587.9	590.1	585.2	593.1	598.3	597.8	600.5	607.8	611.8	612.7	589.1	601.2	607.4	603.3		
Composing		604.1	608.9	609.0	600.7	609.3	619.8	621.3	623.3	579.8	587.2	590.9	593.7	591.8	600.4	602.5	605.3	603.8	611.8	615.0	617.2	595.6	604.8	610.3	609.5		
Editing		599.0	607.0	596.1	598.3	613.5	622.1	622.8	626.7	576.2	579.9	583.3	587.0	585.3	590.0	594.3	597.2	598.0	604.4	607.5	611.0	591.9	597.5	600.6	604.1		
LANGUAGE		600.5	606.6	602.0	598.3	609.7	619.6	621.4	623.8	575.4	581.5	585.5	588.6	585.6	592.7	597.1	598.9	599.6	607.1	610.8	613.4	591.0	600.1	604.6	605.3		

NOTES:

Scaled scores are not available for the Stanford 9 Partial Battery.

* A total of **87,411** students were tested in grade 4 in Fall 2000 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of **87,411** tested.

--- To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

Number Tested * Percentage of the Total **		Gender												Limited English Proficiency (LEP)			
		Female				Male				Gender not Identified							
		41,488				41,236				4				455			
		47.5				47.2				<1				<1			
1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000		
Reading Vocabulary	674.0	676.5	677.6	676.7	669.3	670.2	671.2	671.1	***	663.7	***	***	645.3	638.8	642.2	646.9	
Reading Comprehension	666.7	669.6	671.5	670.7	661.7	662.0	663.5	663.3	***	651.0	***	***	635.8	634.4	637.6	638.5	
TOTAL READING	669.1	671.9	673.6	672.7	664.4	665.2	666.3	666.1	***	659.2	***	***	640.2	636.7	640.2	642.1	
Mathematics: Problem Solving	657.6	662.6	665.7	668.6	660.2	662.3	665.4	669.1	***	642.3	***	***	646.0	641.9	643.8	649.2	
Mathematics: Procedures	660.9	661.2	665.8	668.5	658.6	656.0	660.3	663.8	***	644.8	***	***	655.3	646.2	646.8	653.0	
TOTAL MATHEMATICS	657.8	660.8	664.6	667.4	658.4	658.6	662.2	665.8	***	644.2	***	***	648.7	642.9	644.4	649.9	
Prewriting	625.6	624.8	625.6	625.5	619.9	618.0	618.7	618.9	***	613.2	***	***	609.6	603.9	606.1	608.2	
Composing	636.8	639.7	641.2	642.1	628.6	629.9	631.6	632.7	***	637.6	***	***	617.8	614.5	615.5	618.4	
Editing	638.8	639.7	642.3	644.2	627.4	626.2	628.6	630.9	***	625.7	***	***	612.6	608.6	610.3	612.2	
LANGUAGE	634.0	635.2	637.1	638.1	624.9	624.2	625.9	627.3	***	617.6	***	***	611.9	608.1	609.5	611.8	

Ethnicity																									
Number Tested * Percentage of the Total **		American Indian / Alaskan Native				Asian/Pacific Islander				Black				Hispanic				White				Ethnicity not Identified			
		437				2,987				22,430				3,135				52,087				1,652			
		<1				3.4				25.7				3.6				59.6				1.9			
1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000		
Reading Vocabulary	670.3	668.0	662.8	665.8	678.8	678.5	681.1	681.0	651.8	653.3	654.4	654.0	663.2	664.0	662.8	665.1	679.1	681.4	682.8	682.3	668.7	672.9	673.0	678.6	
Reading Comprehension	664.3	659.4	654.0	655.2	674.8	678.4	680.7	680.5	641.6	642.5	644.4	643.4	655.7	659.0	658.8	659.3	672.7	674.8	676.9	676.8	661.3	665.7	666.5	671.0	
TOTAL READING	666.1	662.2	657.0	658.8	675.7	677.9	680.3	680.1	645.6	646.9	648.6	647.8	658.3	660.7	660.1	661.1	674.6	676.9	678.6	678.3	663.5	668.3	668.5	673.7	
Mathematics: Problem Solving	662.9	655.1	654.0	655.0	680.0	683.2	686.2	690.8	634.9	637.5	641.5	644.5	652.5	655.6	656.8	662.0	667.2	671.8	675.1	678.4	654.5	659.6	660.7	674.8	
Mathematics: Procedures	659.7	649.8	650.5	650.1	683.5	685.5	691.0	694.4	639.3	637.9	642.1	643.9	653.0	652.2	656.0	660.2	666.7	666.0	670.9	674.5	653.8	656.2	656.4	670.4	
TOTAL MATHEMATICS	660.7	651.9	651.6	651.9	680.4	683.3	687.4	691.8	636.0	637.0	640.9	643.4	651.6	653.0	655.3	660.0	665.7	668.0	672.0	675.5	653.2	657.3	657.7	671.9	
Prewriting	620.9	617.6	611.8	611.1	633.7	633.4	634.7	634.9	611.1	608.9	609.6	610.3	618.6	617.8	618.2	619.5	626.9	626.1	627.0	626.9	619.9	620.2	619.9	623.6	
Composing	632.6	627.6	620.9	629.0	640.4	643.0	644.5	646.4	619.0	620.5	623.0	624.1	626.1	628.9	628.5	630.0	637.9	640.5	642.1	643.1	630.4	633.0	633.9	639.0	
Editing	634.3	624.8	620.7	625.1	648.7	650.2	651.8	653.2	616.0	614.4	617.5	619.1	625.9	623.8	627.0	630.7	639.2	640.0	642.6	645.0	627.6	630.7	632.3	640.2	
LANGUAGE	629.5	622.6	617.3	620.9	642.4	643.8	645.5	646.8	614.3	613.3	615.5	616.7	622.7	622.4	623.8	626.0	634.9	636.0	637.9	639.2	624.4	627.7	628.6	635.2	

NOTES:

Scaled scores are not available for the Stanford 9 Partial Battery.

* A total of **82,963** students were tested in grade 4 in Fall 2000 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of **82,963** tested.

--- To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

Table E, continued

Virginia State Assessment Program

Comparison of Spring 1997 through Fall 2000 Stanford 9 Mean Scaled Scores
by Gender, Limited English Proficiency, and Ethnicity -- Grade 9

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

Number Tested * Percentage of the Total **	Gender												Limited English Proficiency (LEP)			
	Female				Male				Gender not Identified							
	41,936				42,785				8				359			
	47.3				48.3				<1				<1			
	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000
Reading Vocabulary	708.7	709.5	711.1	711.8	706.8	707.5	709.2	709.3	687.6	678.4	681.8	***	671.8	673.6	677.2	669.2
Reading Comprehension	707.1	706.9	708.0	708.2	696.1	694.7	696.9	696.6	682.1	671.9	681.6	***	663.1	664.0	663.0	656.1
TOTAL READING	706.2	706.3	707.6	708.0	699.0	698.4	700.4	700.2	684.0	674.8	681.0	***	666.3	667.7	668.1	662.0
Mathematics: Problem Solving	678.2	685.7	688.7	690.1	681.3	687.2	690.4	692.1	***	667.1	660.6	***	666.5	668.0	668.7	659.8
Mathematics: Procedures	697.4	696.7	694.7	691.9	696.4	695.7	694.6	692.6	***	676.4	662.4	***	687.0	686.2	685.1	673.1
TOTAL MATHEMATICS	685.7	689.8	690.9	690.6	687.3	690.5	692.0	692.1	***	673.0	662.7	***	674.5	676.0	675.9	665.7
Prewriting	659.1	660.1	662.1	663.1	650.2	649.5	652.3	653.1	***	631.0	631.0	***	622.3	618.2	620.3	616.9
Composing	663.4	662.4	665.2	665.9	652.9	651.2	653.9	654.5	***	625.1	629.3	***	619.2	624.7	628.2	617.9
Editing	658.6	661.4	662.5	663.3	649.5	650.1	652.3	653.0	***	627.2	644.6	***	627.5	629.2	625.8	619.3
LANGUAGE	659.5	661.2	663.0	664.0	649.6	649.4	652.0	652.8	***	626.3	635.3	***	621.8	623.4	622.6	616.9

Number Tested * Percentage of the Total **		Ethnicity																							
		American Indian / Alaskan Native				Asian/Pacific Islander				Black				Hispanic				White				Ethnicity not Identified			
		466				3,346				21,369				3,303				53,736				2,537			
		<1				3.8				24.1				3.7				60.7				2.9			
1997 (gr 8)		1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	
Reading Vocabulary		707.2	704.8	700.9	700.1	714.6	715.1	715.1	718.5	687.0	688.3	690.8	690.9	698.9	700.6	700.5	699.2	715.5	716.6	718.1	718.7	701.1	705.2	706.1	707.1
Reading Comprehension		698.2	696.6	693.2	691.0	706.8	706.8	707.6	709.1	679.8	679.4	680.3	680.1	690.7	689.6	690.6	689.0	709.9	709.6	711.5	711.9	698.2	697.2	697.7	698.1
TOTAL READING		700.3	698.4	695.1	693.8	708.5	708.6	709.1	711.3	682.0	682.2	683.6	683.5	692.9	692.9	693.5	691.9	710.4	710.6	712.3	712.8	697.9	699.1	699.7	700.4
Mathematics: Problem Solving		673.9	682.8	680.8	678.5	700.7	705.0	707.3	710.2	656.8	663.1	666.5	667.5	671.1	677.3	678.5	677.8	687.7	695.4	698.5	700.5	672.5	681.1	683.2	686.5
Mathematics: Procedures		687.4	691.6	683.0	676.8	726.9	723.8	724.9	723.1	672.9	675.1	672.4	669.5	688.7	687.1	685.7	681.8	704.6	703.8	702.3	700.3	692.5	690.2	688.5	686.8
TOTAL MATHEMATICS		679.5	686.6	681.9	678.0	710.5	712.0	713.9	714.8	663.8	668.4	669.5	669.0	678.2	681.6	681.6	679.6	694.0	698.2	699.5	699.7	680.4	685.0	685.3	687.2
Prewriting		651.4	649.7	646.6	646.1	663.3	663.9	664.6	666.5	639.6	640.1	642.4	643.7	647.7	647.0	648.4	647.4	660.1	660.6	663.0	664.2	651.9	651.1	654.4	651.8
Composing		652.0	649.3	647.3	646.0	666.6	666.7	668.8	670.2	637.2	636.2	638.5	639.2	648.2	645.6	648.4	646.7	665.8	665.2	667.8	669.0	657.4	652.1	655.3	653.8
Editing		650.3	652.3	647.8	645.8	664.0	666.8	666.6	668.9	638.1	638.7	640.1	640.5	645.1	646.4	645.2	644.2	659.8	662.4	664.3	665.6	649.6	652.3	654.6	652.4
LANGUAGE		649.1	649.9	646.2	644.6	664.5	666.3	667.0	669.5	636.8	637.0	638.9	639.6	645.2	645.2	645.8	644.6	661.0	662.5	665.0	666.4	651.1	651.0	654.0	651.8

NOTES:

Scaled scores are not available for the Stanford 9 Partial Battery.

* A total of **87,857** students were tested in grade 4 in Fall 2000 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of **87,857** tested.

--- To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

	ALL (Data for ALL disabled students, regardless of disability)				MR (Mental Retardation, both TMR and EMR)				SPD (Severe and Profound Disabilities)				MD (Multiple Disabilities)				OI (Orthopedic Impairment)				VI (Visual Impairment)			
Number Tested	4,818				51				1				20				44				23			
	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000
Reading Vocabulary	**	**	600.1	604.2	537.7	533.4	540.8	541.7	*	*	*	*	581.3	595.7	576.1	559.5	603.7	600.4	609.9	608.1	622.7	626.1	597.9	622.2
Reading Comprehension	**	**	606.0	608.1	553.9	557.5	559.4	553.0	*	*	*	*	589.0	607.0	587.9	568.7	622.5	597.1	623.6	616.3	631.2	629.8	608.3	608.3
TOTAL READING	**	**	604.2	607.2	550.1	549.9	553.6	549.6	*	*	*	*	586.8	602.4	583.7	569.9	616.7	598.0	618.5	611.9	628.0	627.7	606.6	613.9
Mathematics: Problem Solving	**	**	608.1	614.8	545.6	550.4	550.2	553.5	*	*	*	*	579.2	596.7	588.8	580.3	605.0	603.8	620.1	613.0	618.3	620.8	618.6	620.4
Mathematics: Procedures	**	**	574.7	578.5	527.1	515.1	527.5	507.7	*	*	*	*	558.6	565.0	565.1	572.0	580.2	561.3	591.4	587.6	599.6	592.5	587.8	592.0
TOTAL MATHEMATICS	**	**	592.9	598.3	538.7	536.8	542.2	535.6	*	*	*	*	569.5	582.9	577.1	575.3	593.1	585.4	607.6	601.4	609.0	607.2	604.6	605.7
Prewriting	**	**	583.3	586.4	531.1	525.8	536.4	534.8	*	*	*	*	555.9	580.5	575.8	545.1	590.0	581.4	600.9	588.6	587.3	593.8	589.2	591.5
Composing	**	**	587.0	591.4	547.0	547.8	552.7	546.1	*	*	*	*	572.2	577.1	584.5	555.7	584.2	584.6	608.1	599.2	600.0	604.5	583.7	588.7
Editing	**	**	579.5	585.2	546.4	551.2	551.3	546.7	*	*	*	*	570.6	578.2	574.9	567.8	581.5	562.6	585.5	596.4	597.5	597.4	575.9	578.3
LANGUAGE	**	**	581.2	585.9	536.9	542.8	540.6	541.6	*	*	*	*	562.6	577.8	574.2	559.0	585.8	572.4	599.0	593.4	594.9	597.5	579.2	582.9

	HI (Hearing Impairment)				LD (Learning Disability)				SED (Serious Emotional Disturbance)				SLI (Speech or Language Impairment)				OHI (Other Health Impairment)				PD (Physical Disability)			
Number Tested	39				2,054				259				1,073				480				2			
	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000
Reading Vocabulary	583.9	579.1	594.4	590.1	579.3	582.3	588.0	589.9	595.5	597.5	597.3	598.9	608.0	616.2	619.6	620.8	590.1	594.7	601.7	603.0	596.0	607.4	611.1	*
Reading Comprehension	591.5	595.9	605.2	602.4	585.3	586.9	593.7	593.3	592.5	597.1	597.0	597.8	614.5	622.7	629.7	628.3	588.2	594.4	601.8	603.3	600.7	612.4	618.6	*
TOTAL READING	589.8	587.3	601.9	598.6	584.4	586.0	592.0	592.8	597.1	597.7	598.0	598.7	612.5	620.2	625.7	625.3	588.7	596.0	602.0	603.8	596.9	610.3	614.7	*
Mathematics: Problem Solving	585.8	595.3	611.9	595.3	583.4	589.5	597.5	602.5	585.6	587.6	594.9	595.0	609.5	619.3	627.0	627.1	579.0	590.4	596.7	605.2	594.4	608.9	613.2	*
Mathematics: Procedures	570.3	566.8	576.8	568.6	558.6	558.7	564.2	566.5	556.2	551.5	560.1	560.5	585.4	586.2	594.6	592.9	555.6	550.5	560.6	569.8	577.4	567.3	574.6	*
TOTAL MATHEMATICS	578.7	582.3	595.8	582.9	572.2	575.6	582.5	586.3	572.6	572.2	579.7	580.0	598.2	604.0	611.9	611.2	568.8	572.7	580.6	589.3	587.3	593.0	595.6	*
Prewriting	566.6	567.3	577.9	570.2	556.7	563.3	571.6	574.2	564.7	567.0	573.4	567.9	583.1	593.6	601.7	598.2	562.7	572.1	576.4	583.9	573.4	593.1	598.0	*
Composing	571.5	578.5	584.4	582.6	563.4	571.1	575.7	577.7	567.6	569.5	579.9	579.9	589.3	599.0	603.1	603.2	564.0	571.9	579.8	585.8	575.8	571.5	606.9	*
Editing	570.1	585.0	605.6	585.7	556.5	561.5	566.8	570.8	567.8	568.3	570.5	571.2	583.9	591.7	597.9	598.7	557.4	563.6	573.3	580.3	566.8	563.3	604.2	*
LANGUAGE	565.3	575.2	592.8	580.6	556.0	562.8	568.8	571.7	562.2	566.2	573.0	570.4	583.7	593.9	599.6	599.5	558.5	567.7	574.8	581.1	565.0	575.4	600.3	*

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

** Data were not collected for ALL in 1997 or 1998.

More grade 4 data on the following page.

Virginia State Assessment Program
Comparison of Spring 1997 through Fall 2000 Stanford 9 Mean Scaled Scores
by Disability -- Grade 4

Grade 4 data, continued from preceding page.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

	DB (Deafness and Blindness)				A (Autism)				TBI (Traumatic Brain Injury)				504 (otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973)				DD (Developmentally Delayed)			
Number Tested	1				41				10				647				74			
	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000	1997 (gr 3)	1998	1999	2000
Reading Vocabulary	*	N/A	*	*	*	*	614.5	621.8	*	*	*	*	664.6	616.2	617.5	630.7	**	*	583.0	584.0
Reading Comprehension	*	N/A	*	*	*	*	617.9	636.8	*	*	*	*	673.2	613.5	618.0	635.9	**	*	595.5	588.8
TOTAL READING	*	N/A	*	*	*	*	615.8	629.8	*	*	*	*	672.0	614.9	617.8	633.7	**	*	591.7	587.5
Mathematics: Problem Solving	*	N/A	*	*	*	*	631.1	631.0	*	*	*	*	677.5	607.8	615.7	636.8	**	*	593.3	590.4
Mathematics: Procedures	*	N/A	*	*	*	*	596.7	585.4	*	*	*	*	643.8	571.9	577.3	594.4	**	*	560.0	549.8
TOTAL MATHEMATICS	*	N/A	*	*	*	*	615.5	611.1	*	*	*	*	664.8	591.4	598.2	617.2	**	*	578.2	572.8
Prewriting	*	N/A	*	*	*	*	594.2	599.6	*	*	*	*	623.8	585.4	591.1	604.7	**	*	567.8	565.5
Composing	*	N/A	*	*	*	*	610.2	610.2	*	*	*	*	632.3	587.9	594.6	609.5	**	*	570.2	575.5
Editing	*	N/A	*	*	*	*	611.4	611.0	*	*	*	*	639.1	587.0	578.2	601.7	**	*	581.1	566.6
LANGUAGE	*	N/A	*	*	*	*	608.4	606.9	*	*	*	*	637.6	584.8	584.5	604.2	**	*	572.6	566.4

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

** Data were not collected for DEVELOPMENTALLY DELAYED in 1997.

N/A No students were tested in this category.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

	ALL (Data for ALL disabled students, regardless of disability)				MR (Mental Retardation, both TMR and EMR)				SPD (Severe and Profound Disabilities)				MD (Multiple Disabilities)				OI (Orthopedic Impairment)				VI (Visual Impairment)			
Number Tested	5,956				59				1				21				23				18			
	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000
Reading Vocabulary	**	**	644.3	644.7	594.1	605.2	589.0	596.8	*	*	N/A	*	643.0	648.7	628.4	630.0	*	655.5	670.1	683.8	666.8	674.4	662.9	656.2
Reading Comprehension	**	**	634.7	634.6	585.1	596.4	594.9	592.1	*	*	N/A	*	627.7	635.4	615.0	628.8	*	643.6	653.2	654.7	661.4	670.3	640.3	635.7
TOTAL READING	**	**	639.2	639.1	591.0	603.2	594.9	594.1	*	*	N/A	*	634.9	641.8	622.0	625.1	*	647.4	660.6	667.0	662.9	671.8	648.5	641.8
Mathematics: Problem Solving	**	**	637.1	641.3	579.7	586.9	579.1	584.3	*	*	N/A	*	620.9	633.4	617.7	635.2	614.6	628.9	643.1	665.8	651.3	660.7	651.2	636.6
Mathematics: Procedures	**	**	629.5	633.6	583.7	587.8	588.1	587.1	*	*	N/A	*	622.6	628.0	600.4	635.4	616.1	633.7	624.4	647.2	652.6	657.6	634.3	626.3
TOTAL MATHEMATICS	**	**	633.4	637.6	582.2	587.5	583.6	587.7	*	*	N/A	*	621.6	631.0	610.0	635.9	615.3	630.7	634.6	657.0	650.5	658.6	643.3	631.3
Prewriting	**	**	598.7	599.7	560.3	561.3	571.4	569.9	*	*	N/A	*	602.5	601.0	587.4	598.6	598.3	604.8	606.7	623.6	619.5	619.3	614.7	600.6
Composing	**	**	608.0	611.3	575.9	567.5	568.1	570.8	*	*	N/A	*	604.3	610.7	603.7	597.4	606.6	614.0	616.1	621.6	630.6	632.0	625.7	597.4
Editing	**	**	600.1	603.3	561.1	562.6	560.4	566.4	*	*	N/A	*	598.3	606.1	581.2	600.8	595.4	614.8	620.9	637.1	626.8	629.6	608.6	604.5
LANGUAGE	**	**	600.7	603.1	564.6	561.2	561.8	567.9	*	*	N/A	*	598.0	605.0	588.1	598.2	601.4	612.2	610.1	627.0	624.5	626.7	612.8	601.5

	HI (Hearing Impairment)				LD (Learning Disability)				SED (Serious Emotional Disturbance)				SLI (Speech or Language Impairment)				OHI (Other Health Impairment)				PD (Physical Disability)			
Number Tested	46				3,455				514				419				645				6			
	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000
Reading Vocabulary	631.5	626.7	648.8	630.4	638.8	636.0	638.4	637.3	645.6	641.2	649.0	640.9	661.3	663.9	665.6	664.6	641.5	637.1	644.7	645.5	693.5	665.9	671.0	*
Reading Comprehension	631.7	615.1	644.1	622.0	629.0	626.7	629.2	628.2	630.9	628.5	634.2	624.5	654.8	661.3	663.4	659.0	632.5	624.9	630.1	631.8	659.4	630.1	649.3	*
TOTAL READING	632.3	622.8	645.2	627.6	634.0	631.7	633.7	632.4	638.2	634.3	640.6	632.2	657.8	663.2	664.5	661.3	636.7	631.1	636.2	637.6	672.9	654.1	655.7	*
Mathematics: Problem Solving	631.3	634.8	646.7	639.2	628.5	626.9	632.2	634.8	624.5	622.9	630.6	625.9	656.3	660.1	664.9	663.9	622.4	619.0	629.0	634.5	667.6	622.3	636.6	*
Mathematics: Procedures	620.4	631.2	639.1	635.6	623.3	619.8	624.7	627.4	619.4	612.5	619.6	616.1	652.0	658.3	662.7	661.7	621.2	608.4	617.6	622.0	674.4	616.9	638.9	*
TOTAL MATHEMATICS	626.7	632.8	642.4	637.1	626.0	623.7	628.7	631.2	622.3	618.7	626.0	622.5	653.2	658.0	662.5	662.0	621.8	614.6	624.1	628.8	670.2	625.3	636.6	*
Prewriting	599.9	584.8	607.5	595.6	595.7	592.3	594.5	594.5	596.5	590.3	595.4	588.4	614.5	616.9	616.9	616.9	596.0	589.4	596.9	599.1	617.8	609.1	612.4	*
Composing	602.1	600.3	613.9	610.0	601.4	600.6	603.1	605.6	601.9	597.8	603.8	600.9	623.7	628.1	629.0	632.4	603.2	597.1	605.7	606.4	626.3	608.1	627.7	*
Editing	608.6	597.5	608.1	607.0	590.8	589.2	592.8	594.4	592.5	591.3	600.6	593.8	619.6	624.6	629.0	629.6	595.8	589.4	597.1	599.2	623.1	630.2	641.6	*
LANGUAGE	603.6	594.0	607.7	601.2	593.9	592.2	595.1	596.1	594.7	590.8	598.3	592.1	618.5	622.1	625.2	626.2	595.7	590.6	598.0	599.7	622.2	606.5	628.0	*

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

** Data were not collected for ALL in 1997 or 1998.

More grade 6 data on the following page.

Virginia State Assessment Program
Comparison of Spring 1997 through Fall 2000 Stanford 9 Mean Scaled Scores
by Disability -- Grade 6

Grade 6 data, continued from preceding page.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

	DB (Deafness and Blindness)				A (Autism)				TBI (Traumatic Brain Injury)				504 (otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973)				DD (Developmentally Delayed)			
Number Tested	0				24				12				712				1			
	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 5)	1998	1999	2000	1997 (gr 3)	1998	1999	2000
Reading Vocabulary	*	*	N/A	N/A	*	654.8	655.8	662.7	*	*	*	645.3	714.0	668.3	663.9	672.7	**	*	583.0	*
Reading Comprehension	*	*	N/A	N/A	*	655.4	631.3	646.6	*	*	*	629.4	701.1	653.5	654.5	664.4	**	*	595.5	*
TOTAL READING	*	*	N/A	N/A	*	653.3	644.5	656.8	*	*	*	635.1	707.6	659.1	658.3	667.1	**	*	591.7	*
Mathematics: Problem Solving	*	*	N/A	N/A	*	647.7	660.8	644.2	*	*	*	*	706.7	653.3	655.7	671.7	**	*	593.3	*
Mathematics: Procedures	*	*	N/A	N/A	*	657.3	668.5	644.3	*	*	*	*	705.5	640.8	646.5	663.3	**	*	560.0	*
TOTAL MATHEMATICS	*	*	N/A	N/A	*	650.3	665.6	645.3	*	*	*	*	708.7	646.8	650.6	666.8	**	*	578.2	*
Prewriting	*	*	N/A	N/A	*	623.3	609.4	606.3	*	*	*	*	644.2	611.5	613.3	618.6	**	*	567.8	*
Composing	*	*	N/A	N/A	*	636.8	*	619.4	*	*	*	*	655.1	625.6	625.5	634.1	**	*	570.2	*
Editing	*	*	N/A	N/A	*	624.1	616.2	617.2	*	*	*	*	663.8	618.8	619.0	632.4	**	*	581.1	*
LANGUAGE	*	*	N/A	N/A	*	629.5	612.0	613.8	*	*	*	*	659.8	618.0	617.7	627.9	**	*	572.6	*

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

** Data were not collected for DEVELOPMENTALLY DELAYED in 1997.

N/A No students were tested in this category.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

	ALL (Data for ALL disabled students, regardless of disability)				MR (Mental Retardation, both TMR and EMR)				SPD (Severe and Profound Disabilities)				MD (Multiple Disabilities)				OI (Orthopedic Impairment)				VI (Visual Impairment)			
Number Tested	6,300				141				2				35				23				31			
	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000
Reading Vocabulary	**	**	677.1	676.4	625.2	633.9	631.9	633.8	*	*	*	*	679.7	673.9	672.0	670.7	*	*	693.8	702.8	704.0	704.2	689.2	711.1
Reading Comprehension	**	**	665.9	665.2	623.1	632.0	628.4	629.8	*	*	*	*	675.5	665.4	658.4	658.8	675.6	*	689.4	699.3	705.1	700.3	678.4	691.6
TOTAL READING	**	**	670.0	669.3	625.7	633.4	631.4	633.1	*	*	*	*	676.2	667.9	664.5	662.7	*	*	684.8	701.3	703.4	700.1	684.5	697.1
Mathematics: Problem Solving	**	**	660.3	660.5	626.1	629.0	629.6	631.5	*	*	*	*	656.4	653.5	639.7	652.5	*	*	663.1	670.0	673.3	679.0	663.5	672.0
Mathematics: Procedures	**	**	665.1	663.1	638.7	644.0	647.2	637.4	*	*	*	*	677.3	664.8	645.0	659.4	*	*	672.2	667.6	700.4	690.5	671.4	685.7
TOTAL MATHEMATICS	**	**	663.2	662.6	632.8	636.2	638.1	637.2	*	*	*	*	665.1	658.4	644.5	657.6	*	*	666.1	669.4	683.7	683.6	667.0	677.6
Prewriting	**	**	624.5	625.8	579.5	589.4	590.7	589.8	*	*	*	*	641.8	622.7	614.1	623.6	632.0	*	637.8	661.5	657.9	651.8	647.5	649.3
Composing	**	**	618.4	620.3	587.1	581.9	582.2	589.7	*	*	*	*	628.8	619.3	607.7	608.7	*	*	650.0	654.8	668.4	655.6	634.2	649.9
Editing	**	**	623.6	625.5	599.8	603.9	601.9	608.9	*	*	*	*	625.3	626.9	613.7	623.1	*	*	647.3	640.4	654.4	654.0	632.0	649.3
LANGUAGE	**	**	621.7	622.6	589.1	592.4	591.6	594.5	*	*	*	*	628.8	621.7	612.3	620.1	620.7	*	646.3	648.5	657.9	652.5	633.4	648.1

	HI (Hearing Impairment)				LD (Learning Disability)				SED (Serious Emotional Disturbance)				SLI (Speech or Language Impairment)				OHI (Other Health Impairment)				PD (Physical Disability)			
Number Tested	44				4,271				653				112				603				1			
	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000
Reading Vocabulary	673.0	662.9	659.5	672.5	671.9	671.1	673.6	672.8	680.8	680.2	685.3	678.2	696.4	697.9	696.3	686.1	691.1	682.2	684.5	684.4	*	*	*	*
Reading Comprehension	666.6	661.2	654.0	671.8	663.5	660.8	663.3	662.7	667.3	662.3	669.3	663.3	689.4	686.9	688.0	683.1	681.0	668.0	669.3	668.4	*	*	*	*
TOTAL READING	668.9	661.6	656.2	673.3	667.2	664.6	667.1	666.5	672.8	669.1	675.2	668.8	691.2	690.1	689.8	683.9	684.2	673.2	674.8	673.9	*	*	*	*
Mathematics: Problem Solving	658.3	658.3	655.8	669.0	651.5	654.4	659.2	659.0	648.8	651.2	655.1	656.7	679.4	685.3	690.1	677.4	661.8	658.9	659.9	660.8	*	*	*	*
Mathematics: Procedures	674.0	674.8	662.2	682.4	663.5	661.5	664.0	661.5	659.4	659.8	660.9	658.6	691.0	694.5	693.8	677.2	670.3	666.1	660.3	662.1	*	*	*	*
TOTAL MATHEMATICS	664.8	666.6	658.8	674.7	657.2	658.3	662.1	661.0	654.1	655.9	659.1	658.7	684.1	688.3	691.5	676.8	665.7	663.2	661.3	662.1	*	*	*	*
Prewriting	626.4	625.4	617.4	631.1	623.2	620.8	622.9	624.4	621.1	615.7	620.9	620.1	646.1	648.1	651.0	644.6	630.1	620.2	624.6	624.1	*	*	*	*
Composing	610.3	625.8	618.7	628.6	617.7	612.5	615.3	617.0	620.1	617.2	619.2	616.4	643.8	644.3	649.2	634.8	628.4	621.2	617.0	624.9	*	*	*	*
Editing	635.3	639.3	627.0	635.5	620.6	619.8	622.1	622.4	624.4	623.5	626.8	624.2	642.4	646.9	648.5	642.7	634.2	627.2	625.7	628.2	*	*	*	*
LANGUAGE	624.9	630.5	621.7	631.0	618.6	616.4	619.1	619.9	620.2	617.0	621.3	619.9	642.6	644.8	648.3	639.8	629.5	622.6	621.4	624.3	*	*	*	*

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

** Data were not collected for ALL in 1997 or 1998.

More grade 9 data on the following page.

Virginia State Assessment Program
Comparison of Spring 1997 through Fall 2000 Stanford 9 Mean Scaled Scores
by Disability -- Grade 9

Grade 9 data, continued from preceding page.

Four-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 2000

	DB (Deafness and Blindness)				A (Autism)				TBI (Traumatic Brain Injury)				504 (otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973)				DD (Developmentally Delayed)			
Number Tested	1				13				11				390				0			
	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 8)	1998	1999	2000	1997 (gr 3)	1998	1999	2000
Reading Vocabulary	*	*	*	*	*	*	*	692.9	673.9	*	684.5	656.2	754.2	707.1	704.2	706.0	**	*	583.0	N/A
Reading Comprehension	*	*	*	*	*	*	*	660.0	661.3	*	669.3	652.0	738.3	693.2	692.5	692.4	**	*	595.5	N/A
TOTAL READING	*	*	*	*	*	*	*	672.2	666.8	*	674.2	653.3	744.3	697.0	695.3	696.3	**	*	591.7	N/A
Mathematics: Problem Solving	*	*	*	*	*	*	*	652.3	650.7	*	666.8	*	740.9	680.4	675.0	681.6	**	*	593.3	N/A
Mathematics: Procedures	*	*	*	*	*	*	*	661.8	671.8	*	659.9	*	758.7	689.2	681.8	684.1	**	*	560.0	N/A
TOTAL MATHEMATICS	*	*	*	*	*	*	*	657.3	658.2	*	663.9	*	749.2	684.1	677.9	682.9	**	*	578.2	N/A
Prewriting	*	*	*	*	*	*	*	603.5	629.9	*	612.5	*	679.2	646.9	648.9	649.3	**	*	567.8	N/A
Composing	*	*	*	*	*	*	*	634.2	626.0	*	629.1	*	691.9	656.6	650.6	649.0	**	*	570.2	N/A
Editing	*	*	*	*	*	*	*	635.0	638.3	*	629.3	*	693.6	654.0	652.1	648.5	**	*	581.1	N/A
LANGUAGE	*	*	*	*	*	*	*	615.9	632.2	*	625.0	*	695.8	651.7	649.7	647.7	**	*	572.6	N/A

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

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** Data were not collected for DEVELOPMENTALLY DELAYED in 1997.

N/A No students were tested in this category.